DOCUMENT RESUME

ED 266 402 CG 018 882

TITLE Middle School Career Guidance User's Handbook.
INSTITUTION Portland Public Schools, OR. Career and Vocational Education Dept.
PUB DATE Jun 85
NOTE 287p.; For the high school user's handbook, see CG 018 881.
AVAILABLE FROM Portland Public Schools, 501 N. Dixon St., Portland, OR 97227. Attn.: Career/Voc. Ed. Dept. ($7.50/copy).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Development; *Career Education; *Career Guidance; *Class Activities; *Course Descriptions; Junior High Schools; Junior High School Students; Learning Activities; *Middle Schools; School Counselors; *School Guidance; Secondary School Teachers

ABSTRACT

This handbook was designed as a resource for middle school personnel to use in meeting Oregon's required one-half credit in career development. It provides information for school personnel concerned with developing a set of educational, career, and vocational guidance responsibilities and with clarifying the duties of middle school counselors and teachers. A team approach to career and vocational guidance that involves a career education coordinator, counselors, teachers, parents, and other staff personnel is encouraged. The handbook is divided into three sections. Section I contains an introduction to career education and provides background information on career education in the middle grades. Minimal expectancies for grades 6, 7, and 8 are listed; the use of individual file folders to maintain career data through the students' school years is explained; a middle school needs assessment is included; and guidance and counseling goals are discussed. Testing and interest inventories are listed and grade levels for inventory administration are suggested. The use of Career Days or Career Fairs is described and relevant forms are given. Section II contains a suggested matrix, student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for grades 6, 7, and 8. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, and procedures are included for each of the 79 activities. Section III contains samples and lists of resource materials that are used throughout this handbook. (NRB)

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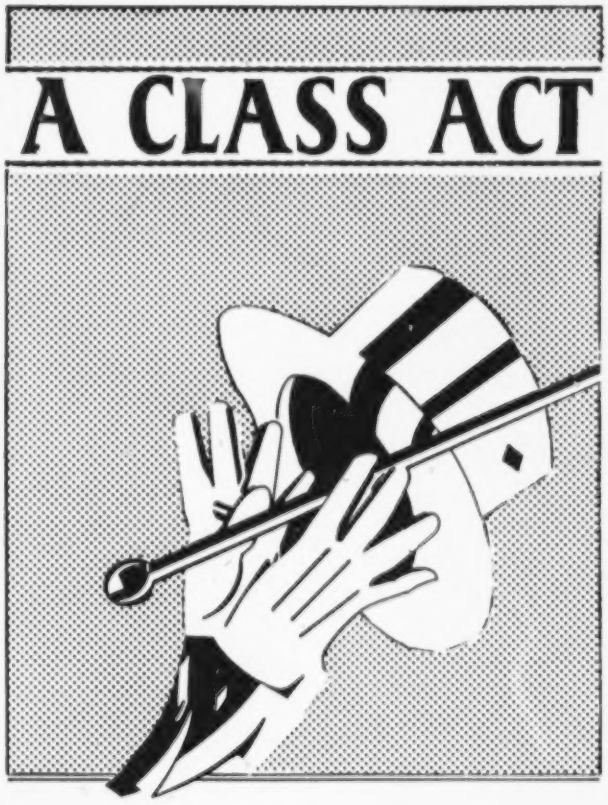
MIDDLE SCHOOL
CAREER GUIDANCE



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USER'S HANDBOOK

CG018882

PORTLAND PUBLIC SCHOOLS
CAREER AND VOCATIONAL
GUIDANCE PROJECT 1985

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Goal 2 - Students will acquire knowledge about the world of work; 3 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 5 activities.

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Goal 1 - Students will identify and develop attitudes about the world of work; 5 activities.

Goal 2 - Students will acquire knowledge about the world of work; 6 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 8 activities.

Goal 4 - Students will develop skills in decision making, communicating, and creating as related to the world of work; 6 activities.

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Career Education Cumulative Activity Record (6-12)
List of Resources used in the handbook

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Project Office — Madison High School
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Phone (503) 280-5220, Ext.65
CAREER & VOCATIONAL GUIDANCE PROJECT

Warren C. Rathbun
Supervisor
Darrell Tucker
Specialist
Cathy Williams
Project Coordinator

June 1985

To: Users of this Handbook

From: Improving Career and Vocational Guidance Project

The Portland Public Schools received a grant to Improve Center and Vocational Guidance in Grades 6-12. One of the outcomes of this project has been to create a handbook that will help develop a set of educational, career and vocational guidance responsibilities for use in clarifying the duties of high school and middle school counselors and teachers.

A committee of Career Ed. Coordinators, counselors, and teachers have reviewed materials from various sources. This handbook is the result of that review effort. It should be understood that this handbook is meant as a resourceand that all counselors and teachers will not use all activities with all students.

It is hoped your building can use the handbook to further develop a team approach to career and vocational guidance that includes career ed. coordinator, counselor, teacher, parent and other identified staff personnel.

If you have any questions as you use these resources, please feel free to call Cathy Williams, 280-5220 ext. 65, for assistance.

ACKNOWLEDGEMENTS

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ACTIVITIES SELECTED FROM THE FOLLOWING MATERIALS:

The Whole Person Book- Nebraska Department H.E.W.
Project Career Education - Activities for Grades 7-8
O.D.E. Career Awareness Exploration Curriculum Kit
Oregon C.I.S. Career Education Activities for Middle and Junior High School Students
Career Development Curriculum Guide: Eastern Oregon Consortium Project
Career Guidance Advisor-Adviser Programs: Eastern Oregon Consortium Project

Career Guidance and Counseling
Steering Committee

NAME	POSITION
1. Carlos Taylor	D.O.I. - Lincoln Cluster
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3. Dick Rumble	Vice Principal - Lincoln
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5. Pat Burk	Principal - Ockley Green M.S.
6. Ken Waite	Principal - Mt. Tabor M.S.
7. Paul Smith	Principal - Beaumont M.S.
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10. Dave Lindstrom	Principal - Peninsula (K-8)
11. Dan McCall	Principal - Woodstock (K-8)
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14. Jean White	Counselor - Wilson
15. Paul Clare	Counselor - Ockley Green M.S.
16. Judy Boughton	Counselor - West Sylvan M.S.
17. Dorothy Fetsch	Counselor - Binnsmead M.S.
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An Introduction

This handbook is designed as a readily available resource for personnel to use while providing a Career Education/Development Program to students in the middle grades.

Section I contains an Introduction to Career Education, providing background information on Career Education in the middle grades.

Section II contains a suggested matrix, student activities, worksheets, and handouts.

In order to aid counselors, teachers, and coordinators in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

Some activities are more vital than others. For example, by the end of the eighth grade year, students' career folders should certainly contain E-WOW, JOB-O, and Needle-Sort results. Many of the suggested activities are fun as well as educational and users will find many favorites.

Section III contains the samples of the resource materials that are available through central ordering by contacting Cathy Williams at Madison High School.

Lastly, the committee has attempted to convey vital information to users by providing a consistent lesson plan format with clear instructions. It is hopeful the book works well by meeting the user's needs.

CAREER EDUCATION IS --

Career education is a developmental process which is designed to help all individuals prepare for their life roles: learner, producer, citizen, consumer, individual, and family member. Career education enables students to examine their abilities, interest, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going activity - oriented process incorporated through the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

CAREER EDUCATION K-10

Career Education proposes that:

> Every child shall, upon completion of his public school education possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

Career Education is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. knowledge of a variety of occupations and their related tools and duties,

B. knowledge of contribution and interdependence of work done by members of society,

C. relationship of subject matter to the world or work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness Grades K-6 should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes, and interests,

B. examine the concepts of work and work roles and the many occupational possibilities,

C. develop attitudes, knowledge and skills needed for effective employment,

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have been involved in career awareness activities from the state curriculum materials, teacher developed materials, and purchased materials.

CAREER EXPLORATION

The Career Exploration Goal states:

> Every learner shall, upon completion of the Grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at Grade 11.

Goals for Career Exploration should be of sufficient scope and depth to enable each student to:

A. gather information concerning needs, goals, abilities, values, interest attitudes, beliefs, and traditions,

B. learn to use resource materials and personnel for in-depth study of occupations;

C. evaluate what factor might affect getting, holding, and succeeding in a job;

D. recognize the inter-relationship of the life roles: learner, producer, citizen, consumer, individual, family member,

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others; and

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL

1. By the end of Grade 6, the student will

   A. Complete E-WOW.
   B. Establish and maintain a career file folder.
   C. Identify a variety of occupations.
   D. Classify occupations/jobs according to data, people, things.
   E. Identify four attitudes necessary for holding a job successfully.
   F. Know how talents and natural abilities apply to personal interests.
   G. Attend outdoor school.
   H. Apply for a Social Security card.
   I. Participate in an individual or group field trip.
   J. Listen to speakers.
   K. Interview a working relative or friend about his/her occupation and complete a report.
   L. Demonstrate the safe use of common household tools--hammer, pliers, screwdriver, wrench, saw, can opener, broom, microwave oven, washing machine.
   M. Participate in Business Basics.
   N. Demonstrate hands-on knowledge of the computer/word processor.
   O. Up-date the Career File Folder.

2. By the end of Grade 7, each student will:

   A. Complete Job-O.
   B. Establish and maintain a career file folder.
   C. Classify occupations/jobs according to data, people, things.
   D. Apply for a Social Security card.
   E. Participate in a group or individual field trip.
   F. Listen to speakers.
   G. Interview a working relative or friend about his/her occupation and complete a record.
   H. Locate and use three Career Education resources to discover more about careers.
   I. Find specific occupational information for a given job in the Occupational Handbook.
   J. Demonstrate the safe use of common household tools--hammer, pliers, screwdriver, wrench, saw, can opener, broom, microwave oven, washing machine.
   K. Participate in Project Business.
   L. Demonstrate hands-on knowledge of the computer/word processor.
   M. Up-date the Career File Folder.

3.. By the end of Grade 8, each student will

A. Complete CIS Needle-sort.
B. Establish and maintain a Career File Folder.
C. Forecast for high school having had group guidance and personal counseling.
D. Apply for a Social Security card,
E. Participate in an individual or group field trip.
F. Listen to speakers.
G. Interview a working relative or friend about his/her occupation and complete a report.
H. Locate and use three Career Education resources to discover more about careers.
I. Find specific occupational information for a given job in the Occupational Outlook Handbook.
J. List and explore three of the major industries in Oregon that provide the greatest employment availability.
K. Participate in Project Business.
L. Prepare a job application.
M. Write a business letter.
N. Demonstrate hands-on knowledge of the computer/word processor.
O. Up-date the Career File Folder.

FILE FOLDER

The File Folder will establish an individual file for maintaining career data throughout the student's exploratory years, giving students the opportunity through maintenance of the folder to enhance their self-understanding.

The purpose of the file will be:

1. to provide a record keeping tool.
2. to develop student responsibility by maintaining a Career Exploration file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the student's exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume.

The essential content of the file will be:

1. A composite Cumulative Activity Record (6-12).
2. Self-inventory print-outs and records (E-Wow, Job-O, CIS, High School Career Course Planner).
3. Personal resume done prior to Grade 12.
4. Record of career cluster exploratory experiences.
5. Any other materials which the student feels give necessary information for the career education program.

To implement the file, it will be:

1. established at Grade 6.
2. available for the student's use at all times.
3. the responsibility of the student to update.
4. stored in a specific location.

The Middle School Needs Assessment is designed to provide an avenue for students to express needs for counseling and support. Its use is particularly recommended for schools without guidance counselors.

Teachers who use this form should stress that the results will be kept in confidence and that students can expect follow-up to their responses.

Decisions on additional activities and resources to be used could well be made from the results of the assessment.

The checklist can be used with 6th, 7th, and 8th graders and at any time in the school year. A suggested time for administration of the needs assessment would be in late September or early October and then again in late April or early May. This will enable the teacher to decide if the individual needs of the students have been addressed and met.

PORTLAND PUBLIC SCHOOLS

MIDDLE SCHOOL STUDENT NEEDS ASSESSMENT

NAME _____ DATE _____
COUNSELOR _____ SCHOOL _____
TEACHER _____ GRADE 5 6 7 8

Instructions: Please read the items in the column to the left. Indicate whether or not you want to talk to someone about each item and how important it is to you.

	YES	NO	STUDENT GUIDANCE & COUNSELING GOALS
I WOULD LIKE TO TALK TO SOMEONE ABOUT...			
1. what I like or don't like about myself.			1
2. improving my appearance.			2
3. drugs, alcohol, or smoking.			1, 3
4. friendships; how to make them, how to keep them.			5
5. child abuse.			1, 3
6. an important decision I need to make.			3
7. appreciating different cultures.			7
8. how to get along better with people. (teachers, friends, family)			4, 5
9. how to express my opinion.			3
10. how to solve problems. (fighting, disagreements)			4, 5
11. how to become more self-confident.			2
12. how to improve my grades.			4
13. how to act better in class.			4
14. how to get involved in school activities.			8
15. how to find out more about my abilities and interests.			6
16. where to find information about careers.			6
17. other or a personal concern.			
I AM INTERESTED IN JOINING A CLASS/GROUP TO DISCUSS ISSUES SUCH AS...			
18. kids and divorce.			1
19. being new in a school.			5
20. a personal loss (death).			1
21. leadership skills.			3, 4
22. losing weight.			2
23. dealing with anger and hurt.			1, 4
24. other.			

DISTRICT PLAN

GUIDANCE AND COUNSELING

PORTLAND PUBLIC SCHOOLS

GOALS:

A1: Each student will be helped to develop and use skills to discover and to explore his/her feelings, attitudes and personal values.

A2: Each student will be helped to develop a positive self-concept.

A3: Each student will be helped to develop decision-making skills.

A4: Each student will be helped to develop and accept responsibility for his/her behavior.

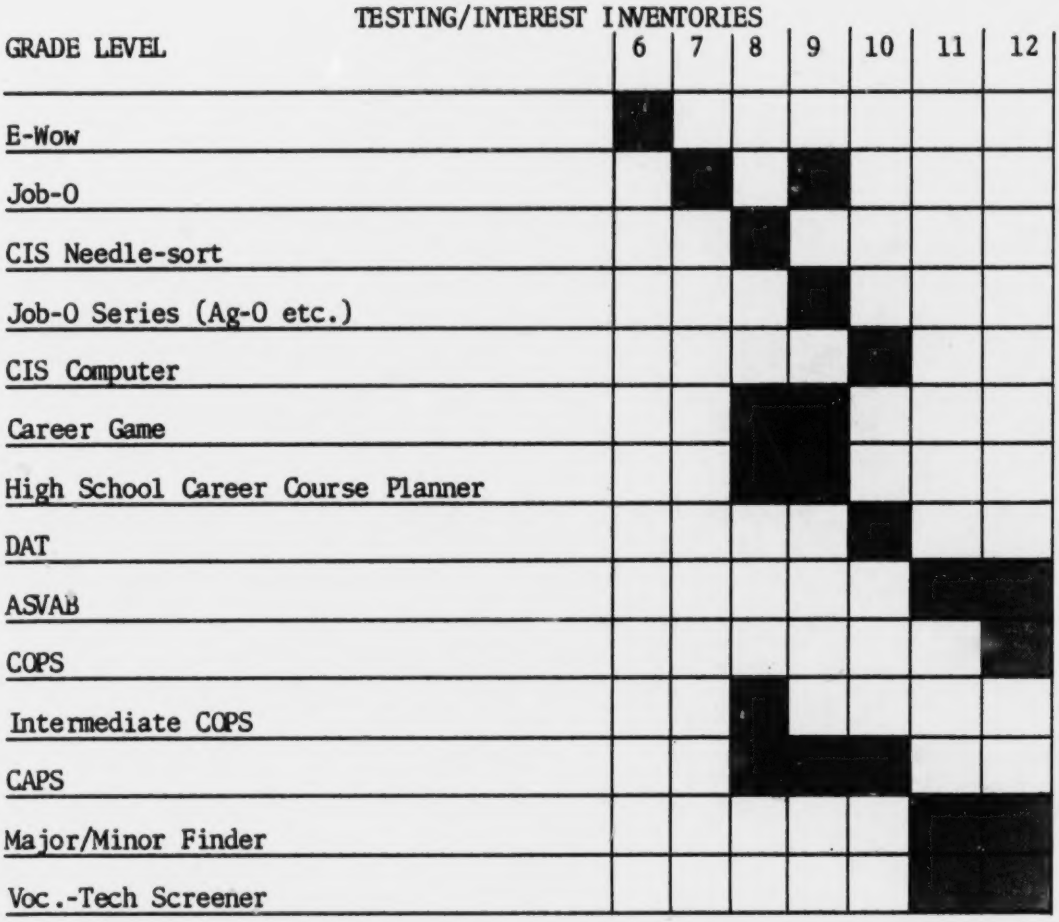
A5: Each student will be helped to develop social problem-solving skills.

A6: Each student will be helped to develop an educational plan to achieve career goals.

A7: Each student will be helped to develop a positive cultural and ethnic identity, to discover an awareness, appreciation, and respect for multicultural/multiethnic diversity, and to reduce cultural/ethnic stereotyping.

A8: Each student will be helped to use the opportunities and alternatives available in the school and community.

TESTING/INTEREST INVENTORIES



See samples in Resource Section.

Career Fair/Days

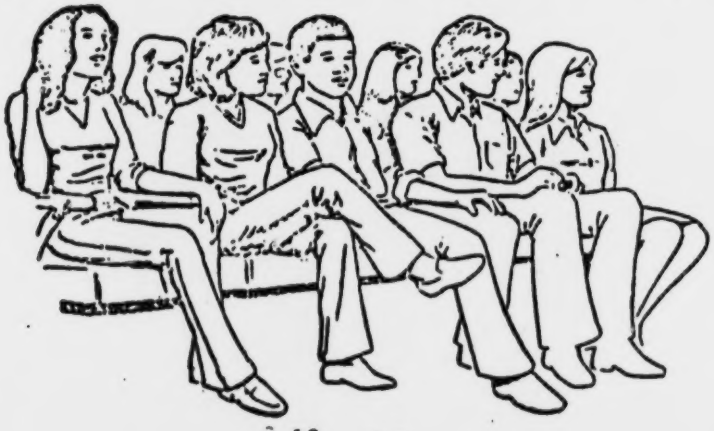
INTRODUCTION

Career days - fairs - seminars provide students with exposure to numerous career areas in a short period of time. During the course of the school day students can mingle and talk with representatives from different occupations and can obtain information which may assist them in career decision making. This activity can serve as a motivational activity prior to job shadowing or as the culmination of a career research unit.

Career days can assist students in

- developing an appreciation of the occupation
- identifying the advantages and/or disadvantages of a particular career
- relating the academic and career skills involved
- identifying the education and training needed
- determining compatibility between the occupational and personal aptitudes and interests
- reinforcing employability skills

When properly planned and executed, Career Days can be very rewarding



INITIAL PLANNING

Steering Committee

Since preparing for and conducting a career day requires much time and effort, it is advantageous to select a steering committee consisting of the occupational/placement specialist, counselor, media specialist, administrator, students, community representatives, and several teachers from the major subject areas.

Preparing a time line can assist in dividing responsibility and in providing a checklist for the numerous details involved in the planning.

Selecting Speakers

Student surveys indicating areas of interest will provide the committee with suggestions for speakers.

An excellent source for resource persons is the File of Community Resource Volunteers (CRV) published by the Additions office. To request a resource person, check the CRV catalogue and follow referral procedures accordingly.

Other sources to consider in selecting speakers include:

Chamber of Commerce Community based organizations Career Education Advisory Committee Area Vocational Schools and Colleges/UniversitiesJob Shadowing and Field Trip contacts Parents and/or guardians of students

After initially contacting the speakers, follow up with a letter confirming date, time, length of presentation, and subjects to be addressed. It is wise to include a directional map to the school.

Scheduling Students

After the speakers are confirmed, students should be permitted to select and schedule the sessions they wish to attend unless the classroom presentation format is used. Once the students are scheduled participating teachers should be given a list of the students who will be in their classroom for each session.

Scheduling through the computer, if one is available, facilitates the process.

See the Career Horizons Career Fair Guide booklet for additional information.

PORTLAND PUBLIC SCHOOLS
1315 N. Ainsworth St. / Portland, Oregon 97217
Telephone: (503) 280-5660
OCKLEY GREEN MIDDLE SCHOOL
Office of the Principal

Date:_____

Dear:_____

Thank you for your willingness to participate in our Career Day, May 12th.

The objective of these presentations is to help middle school students realize that everyone works and that all work has value. We will be exposing students to a wide variety of occupations which might help some to begin to make some choices and hopefully to see some relevance to their current educational program.

You might want to bring pamphlets or other materials to augment your presentation. Tools of the trade, if practical, always add to a delivery. Some of the things we would like to hear, are as follows:

Brief description of the work
Attitudes, aptitudes or skills important for the job
Rewards of the work besides the financial which often young people consider first
The outlook for this work
Changes taking place in equipment and training requirements
Special preparation needed after high school
Relating career work to what these students are doing now in school

The format will be as follows:

Meet in library between 8:00-8:25 for beverage and rolls. A student guide will meet and direct you to your assigned room at 8:25 A.M.

Session	#1	8:30 - 9:05	35 minutes
	#2	9:10 - 9:45	"
	#3	9:50 - 10:25	"

A teacher will be with you in your assigned room at all times. Should you require a projector or other special A.V. equipment, please call me several days in advance so I can be prepared with what you need, 285-3601 Ext. 23.

If you haven't already participated in a Career Day, I believe you will find acting as a role model for our young people a most rewarding experience. Thank you again for agreeing to come May 12th.

Sincerely,

Career Fair/Days

Sample Student Letter

Students:

The Career Day Fair Committee of _____ School is sponsoring a Career Fair during 2nd, 3rd and 4th periods, Friday March 12, 1982. During these three periods there will be community and business people on campus to speak with you.

The procedure for selecting your choice of resource people as follows:

1. Look over the attached list of jobs and careers.

2. Select three (3) careers that you are interested in. At the bottom of this page you will find three (3) tickets. Write your name, career choice, department, and room number for each career selected. For instance: If you are interested in architecture, court reporting, and paramedic, then it would be listed as

   2nd Period - Architecture - Math Department - Room 101

   3rd Period - Court Reporting - Business Department - Room 600

   4th Period - Paramedics - Science Department - Gym

On Friday, March 12, the forms will be returned to you during first period. These will be the tickets that will record your attendance for the three (3) periods.

We are looking forward to a fantastic day and hope that you will be aware of the many jobs available and take advantage of the wealth of information that will be presented by these resource people.

Name_____	Name_____	Name_____
Second (2nd) period	Third (3rd) Period	Fourth (4th) Period
_____	_____	_____
Career Choice	Career Choice	Career Choice
_____	_____	_____
Department Name	Department Name	Department Name
_____	_____	_____
Room Number	Room Number	Room Number

Career Fair/Days

Sample Student Selection Sheet

NAME_____ 2nd Period Teacher_____

5th Period Teacher_____ 6th Period Teacher_____

From the list below, select your first, second, third and fourth choices of speakers you would like to hear on May 11, 1983.

	1st	2nd	3rd	4th
ACCOUNTANT				
ARCHITECT				
AIRPLANE PILOT				
ATTORNEY				
COMPUTER CAREERS				
DISC JOCKEY				
ENGINEER				
FISH AND GAME WARDEN				
LEGAL SECRETARY				
MECHANICS				
MODEL				
NURSE/DOCTOR				
PARAMEDIC				
PHOTOGRAPHY				
SOCIAL WORKER				
VETERINARIAN				
WRITER				
RESTAURANT MANAGER				
FIRE FIGHTER				

DO NOT WRITE BELOW THIS LINE

Career Fair/Days

FACULTY BULLETIN

Career Day will be held this year on_____ April 16, during periods 2, 3, and 4. The students will be sent to homeroom/ guidance after 1st period. There they will be receiving a slip which they will use as a ticket of admission to the Career Sessions.

Beginning with the 2nd period that day, the students will go to three successive career sessions that they have chosen. Please check each student's slip as he/she enters your room to verify correct room. Please do not allow students in your room who do not have that topic listed for that session. Students without a slip at all should report to the library.

The career speakers we would like you to host are_____ Period 2,_____ Period 3, and _____ Period 4.

Thanks for your cooperation, we appreciate your help.

Career Fair/Days

CONSULTANT_____

PLACE:

DATE:

TIME:_____ SUBJECT_____

SUGGESTED OUTLINE FOR CONSULTANT

1. Description of the Vocation
   - A. Nature of the work-hours, working conditions
   - B. Attractive features-associations, social status
   - C. Undesirable features-hazards, strains
   - D. Present outlook-demand and supply

2. Requirements of the Occupation
   - A. Education and training-amount, type, time, expense, school subjects most essential
   - B. Personal qualifications-any special demands, physical, mental, etc.

3. Rewards of Occupation
   - A. Personal satisfaction-service to others, associations, prestige, self-expression
   - B. Security-pensions, retirement allowance, tenure, vocations
   - C. Opportunity for advancement
   - D. Possibility for transfer to other related vocations
   - E. Renumeration
     1. How paid-salary, commission, bonus
     2. Hours-permanent-availability

4. Reasons the Consultant chose the career

5. Question and answer period

SCHEDULE

There will be three sessions of about 35 minutes each:

8:56 - 9:38
9:42 - 10:24
10:28 - 11:10

You are assigned at the time and session listed above. Please arrive approximately 10 minutes early so student assistant can take you to assigned room. Room assignments will be given when you arrive and are met by_____.

We encourage you to bring any slides or materials you feel will be helpful in presentation. If you have any questions, please feel free to call me.

Career Fair/Days

In-House Speaker Contact

Mr.
Ms.
Mrs.
Miss
Dr.
Prof.

Speaker Name: _____
First Middle Initial Last

Speaker's Business Position _____

Company Name _____

Business Address _____

City, State, Zip _____ Phone _____

*****If business information is not available, fill in next 2 lines:

Home Address _____

City, State, Zip _____ Phone _____

* *

Career _____

Which sessions will speaker attend? (please check each)

Check here	Session	Time	Must check in by
_____	1st	8:41- 9:23 am	8:25
_____	2nd	9:29- 10:11 am	9:13
_____	3rd	10:17- 10:59 am	10:01

* *

Date contacted by phone: _____

Date sent: _____ confirmation

Equipment requested: _____

Reminder call date: _____

Thank you letter _____

Career Fair/Days

SPEAKER'S GUIDE FOR GRADE 6

(This might be used as an outline for the speaker)

1. Indicate the company you work for, its purpose and how many jobs there are in the company.

   a. Number of different jobs.

   b. Number employed in each job title.

   c. Kinds of work performed.

2. Employment Requirements

   a. What are the educational and training requirements?

   b. How long does it take to learn how to do this kind of work?

   c. How old must one be to get a job of this kind?

   d. What are the physical requirements for the job?

3. Working conditions

   a. Is it indoor or outdoor work?

   b. Is the work seasonal?

   c. What hours do you work?

   d. What are the weekly or monthly earnings?

   e. Is there any special clothing or equipment you wear?

   f. How much vacation time?

4. Employer - Employee Expectations

   a. Dress and appearance.

   b. Responsibility and authority.

   c. Attitude and mutual respect.

   d. Interpersonal relationship.

Career Fair/Days

INDUSTRY REPRESENTATIVE'S EVALUATION FORM

Name_____ Industry_____

Job Title_____

School_____ Date_____

	Fully		Partially		Not at all
1. Did the students respond readily to your initial comments?	1	2	3	4	5
2. Did the students' questions reflect an interest in your occupation?	1	2	3	4	5

3. What questions did the students ask to which you had no answers?

_____

_____

4. What additional information should be made available to the students concerning your occupation or industry?

_____

_____

5. Was there any information you should have had beforehand that would have made your presentation easier?

_____

_____

6. Additional comments:

_____

_____

_____

SPEAKER'S GUIDE FOR GRADES 7 - 8
(This might be used as an outline by a speaker)

1. Indicate the career cluster category in which your specific job applies.

2. Briefly list the various individual jobs and their work functions and each income range.

   a. Entry level, educational requirements.
   b. Advancement opportunities.
   c. Post-employment education opportunities
      1. On the job training
      2. Personal improvement
      3. Special education programs
   d. Sources of career opportunities
      1. Government
      2. Private employment
   e. Trend and future opportunities in the field

3. Specific considerations

   a. Working conditions
      1. Advantages
      2. Disadvantages
      3. Hours (shift hours etc.)
   b. Memberships
      1. Unions
      2. Professional
   c. Benefits
      1. Employer (Credit Unions, Educational programs, retirement, medical, vacation pay, coffee breaks, etc.)
      2. Industry (relates to industry-wide benefits)
      3. Trade or professions (relates to specific benefits, not offered by the employer)

4. Employer - employee expectations

   a. Dress and appearance
   b. Responsibility and authority
   c. Attitude and mutual respect
   d. Interpersonal relationship

5. Use of tools, uniforms, special hardware or software as a part of the presentation.

Career Fair/Days

EVALUATION
CAREER DAY

(May be given to both
faculty and students)

Please evaluate the sessions you were able to attend so that we might know effectiveness of the resource person for a future program.

Session_____ Poor Fair Good Excellent

Speaker_____

Comments:

Session_____ Poor Fair Good Excellent

Speaker_____

Comments:

Session_____ Poor Fair Good Excellent

Speaker_____

Comments:

Session_____ Poor Fair Good Excellent

Speaker_____

Comments:

Additional comments regarding assemblies, arrangements, etc., for future Career Program.
CEHB/mp/CC.

FOLLOWING-UP

Evaluation

Evaluations are important in determining the effectiveness of the Career Day and in detecting procedures that need improvement. Students, teachers, as well as speakers should be asked to complete an evaluation.

Thank-you Notes

Following Career Day, thank you notes should be sent to the speakers as well as members of the committee and others who assisted such as the lunchroom manager, secretaries, etc. If resources are available certificates of appreciation might be distributed to all involved.

Activities conducted in the classroom both before and after will reinforce the career day itself. Following are suggested activities:

- Have an informal class discussion sharing career information
- Conduct individual research on career areas of interest
- Arrange for job shadowing
- Design a bulletin board or display depicting various career areas

Sample Thank-You Letter

February 25, 1983

Dear

Thank you for taking the time from your busy schedule to visit Robinswood on Career Day February 24, 1983.

Your presentation played an important role in providing the ninth grade students with career information.

It is the responsibility of educators and the business community to make students aware of the broad range of career possibilities. Many thanks for being a part of this responsibility.

I look forward to working with you in the future.

Yours truly,

NEWS RELEASE

April 16 was Career Day at_____ School. _____ Career Coordinator and _____, Counselor, called upon members of the community to come in and talk to students about careers and their advantages and disadvantages.

Over 30 speakers from such varied careers spoke to_____ students for nearly three hours.

The speakers were escorted around the campus by student ambassadors and were treated to refreshments served by student council members.

Career Day was designed to allow students to develop an appreciation for an occupation, to relate academic skills involved in a career, and to determine compatibility between the occupation and personal interests and aptitudes.

Career Day was successful and was informative and enjoyable for all involved.

SPEAKERS

Speakers with a career emphasis will be used as a means for career awareness at each grade level.

Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work. Specific speakers should be used in individual classrooms to further explore interest shown by students.

FIELD TRIPS

Field trips with an emphasis on career exploration will be taken by students at each grade level.

Field trips are an important means of enabling students to have exposure to people in real life work situations. They should be of short duration and encompass a wide variety of occupations. As the student progresses, the exposure to a wide variety of occupations should be narrowed to those of prime interest to the student. The length of time at the job site should increase.

Field trips may be taken by an individual, a small group, or a large group.

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of occupational and economic roles.

Every learner, upon the completion of the seventh grade, will have at least one on-site job observation.

Every learner, upon the completion of the eighth grade, will have participated in at least one field trip to observe representative occupations in the community.

YEAR ROUND CAREER SPEAKER PROGRAM

A series of career speakers representing the community job market will be presented during the year to give students the opportunity to explore career opportunities in a variety of occupations. Students will be required to complete a speaker form each session attended.

OPTION 1: SCHOOL-WIDE PROGRAM

Students fill out 5 speaker tickets (see sample) indicating their name, career choice and the name of their homeroom or guidance teacher. These tickets are returned to the counselor's office.

The tickets will be returned to the students as a reminder prior to the speaker date and will be collected at the door so that a list of attendees can be returned to all teachers.

Students must have ticket signed by the releasing teacher before they will be admitted.

CAREER SPEAKER TICKET

Speaker's Topic:_____

Student's Name:_____

Year In School:_____

Teacher:_____

Releasing Teacher:_____

OPTION 2: DEPARTMENTALIZED CAREER PROGRAM

Schools organized by academic departments may prefer to plan career speakers and activities for a fair within their team. For example, a math team might elect to focus on speakers in Math related careers, being certain to include non-traditional careers for both men and women. A variety of options should be available to allow students' interests need to be met. Speakers could be scheduled for one day, during an entire week or spaced out during the year. Teachers could assign students to sessions based on the students' career interests or plan a series of speakers for their classrooms. The main thrust can be to tie in subject related skills to the various careers and allow perhaps more specific follow-up activities within the academic classroom.

CAREER HORIZONS CAREER EXPLORATION EDUCATION PROGRAM GUIDELINES

1. What is Career Horizons Education?

Career Horizons Career Exploration programs are an organized means of disseminating career information to broaden the experiences of middle school students.

This program gives the student an opportunity to look at many occupational areas for better preparation in making decisions about personal needs and future goals.

Career Horizons includes instructions designed to make students knowledgeable about the world of work, action-oriented experiences common to those performed in these occupational fields, and guidance in making some tentative decisions about their future study and occupational decisions.

2. Objectives

Career Horizons Career Exploration gives middle school students the opportunity to explore several occupational areas so they will be better equipped to do the following:

A. Make realistic decisions on tentative occupational goals.

B. Make better selection of courses offered to students in high school and beyond based on better understanding of choices and available options.

C. Find out more about the work-oriented society in which we live and how work meets various types of personal needs.

D. Develop a positive attitude toward themselves and the many job opportunities available to them.

E. Learn how to meet change, to adapt to it, and to aquire the new skills demanded by change.

F. Develop a positive attitude toward work and see the relationship between classroom skills and the skills required to be a productive worker.

G. Develop socially responsible behavior and more mature social relationships by learning to work together.

3. Curriculum

A. Design of Program

A Career Horizons Exploration program consists of a series of mini classes spaced over a three-year period. This program is designed for all sixth through eighth grade pupils. Extensive effort should be made to provide as many pupils as possible exposure to as many clusters as possible.

1. Clusters Offered

Pupils enrolled in a sixth, seventh, and eighth grade Career Horizons Career Exploraton program shall explore a minimum of nine occupational clusters from a minimum program offering of twelve clusters over a three-year period. Following is a suggested guideline of the clusters to be introduced at each grade level. Individual schools may need to adjust the grade levels where the cluster would best fit into their curriculum.

6th Grade

*Orientation - one-week unit for 6th grade
Agribusiness/Natural Resources Exploration
Environmental Exploration
*Manufacturing Exploration
Marine Science
*Home and Family Services

7th Grade

*Communications and Media Exploration
*Construction Exploration
*Health Exploration
*Hospitality and Recreation
Project Discovery Kit
*Transportation Exploration

8th Grade

*Articulation to High School
*Business Exploration
*Marketing and Distribution
Public Service Exploration

*Packets that are ready for field testing in the 1983-1984 school year.

2. Length of Cluster

A cruise through a cluster should be a minimum of one period per day for six weeks.

3. Content of Cluster

A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

a. Cognitive: Students shall survey or cruise the contents of the occupational cluster. This survey shall include the scope, levels, working conditions, entry requirements, duties performed, opportunities and related jobs in the occupational cluster. Some examples are as follows:

(1) Doing research (written reports, films, books, charts, letters, magazines, newsletters)

(2) Hearing resource people from the community

(3) Going on field trips that enhance the cluster being taught

(4) Personal interviewing

(5) On-the-job observation

b. Psychomotor: Students shall have in each cluster experiences that will be the same as, or similar to, those who work in the occupational cluster. These experiences shall be action-oriented; vary with the students' interests, aptitudes, and abilities; and be at various levels of employment within a cluster. Some examples are as follows:

(1) Role playing

(2) Mass producing a product

(3) Using tools and/or equipment

(4) On-the-job experience (might be through shadowing)

c. Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to their own interests and abilities, their present and future educational choices, and to the future occupational decisions and experiences. Some examples are as follows:

(1) Self-awareness

(2) Values clarification

(3) Career awareness and exploration

(4) Counseling and interest testing

4. Guidance

An integral part of each Career Horizons Career Exploration program shall be a planned guidance program. The guidance counselor and teachers shall plan time with students to help them assimilate the knowledges and experiences in such a way that they become aware of their own interests and abilities. The students should also be provided direction for future studies and occupational decisions.

The one-week orientation packet will be used at the beginning of the 6th grade to acquaint the students with the Career Exploration program.

All 8th grade students will work with the Articulation to High School materials prior to high school forecasting in January.

Suggested Matrix

	6th	7th	8th
September	Autobiography 6-1.1	Coat of Arms 7-3.2	Identification of Values 8-4.3
October	*Ball of String 6-1.2	I Am Proud 7-3.3	Fall-out Shelter 8-4.5
November	Parent Interview 6-2.1	Who Am I/What I Like To Do 7-3.5	COPS II 8-3.2
December	Occupations in the News 6-2.2 Questionnaire for Career Education 6-2.8	Lost At Sea 7-5.1	CIS Needle-Sort 8-3.2
January	E-Wow 6-3.1	JOB-O 7-3.1	High School Planner 8-5.1
February	Want Ads and Jobs 6-2.2 Poetry Time 6-2.7	Sex Role Reversal 7-1.2	Forced Decision Maker 8-4.4
March	*Occupations Related to major areas of ODS 6-1.3,4,5,6	Occupational Information Interviews 7-2.1	Ranking Values 8-1.2
April	Job Wanted 6-2.6	Miracle Workers 7-4.2	You and Your Abilities Inventory Questionnaire on Self Awareness 8-3.4
May	Record Activities in inserts and file folders		

* Switch activities depending on ODS dates

In order to aid counselors, teachers, and coordinators in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

Some activities are more vital than others. For example, by the end of the eighth grade year, students' career folders should certainly contain E-WOW, JOB-O, and Needle-Sort results. Many of the suggested activities are fun as well as educational and users will find many favorites.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 6

STUDENTS WILL IDENTIFY AND DEVELOP
ATTITUDES ABOUT THE WORLD OF WORK

Suggested Activities Grade 6

6-1.1. Autobiography
6-1.2. The Ball of String (dependency)
6-1.3. Occupations Related to 4 Major Areas of Outdoor School I
6-1.4. Occupations Related to 4 Major Areas of Outdoor School II
6-1.5 Occupations Related to 4 Major Areas of Outdoor School III
6-1.6. Weather Occupations

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Autobiography

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITIES: To help develop self-awareness

TIME: 90 minutes

MATERIALS: Pen, Pencil, Paper

PROCEDURES:

1. Class discussion of the word autobiography
2. Write a brief autobiography--include the following:
   A. Where were you born?
   B. Tell about your family and their role in the community.
   C. Tell about the most important thing you have done.
   D. Tell your life's goals.
3. (Optional)
   Students exchange autobiographies and discuss with peers.

NOTE: Taken from Dr. Michael Giammatteo,
"Little Techniques for the Long Hour".

CAREER GUIDANCE ACTIVITY

TITLE: Ball of String

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITIES: To show all students how we are so dependent upon one another.

TIME: 30 minutes

MATERIALS: Ball of String, Construction Paper (for name tags)
Masking Tape (to attach name tags to students)
Felt Pens

PROCEDURES: Have each student take the title of an occupation which he would eventually like to have when he/she is an adult. Make sure there is a good cross-section of job titles and little, if any, duplication. (i.e., grocery store owner, restaurant worker, gas station worker, welfare recipient, farmer, lawyer, doctor)

Arrange the students in a circle--with each student in the circle having a different occupation written on a "name" tag. (An illustration of a small circle with "dependency" lines drawn is given on the next page.)

To start the game, place an end of a roll of string with the Grocer and ask, "How many of you go to the grocery store?" More than likely all in the circle will raise hands. (In the illustration, the roll was given to the Mechanic.) Select one of the students and ask another question--such as, "In your occupation, will you use the post office?" Have the student respond by stating what the selected occupation was and if the answer is "Yes, I will mail my monthly bills" then the student with POSTAL WORKER as an occupation unrolling enough string to keep a tight line between the 1st student, the 2nd student, and the 3rd.

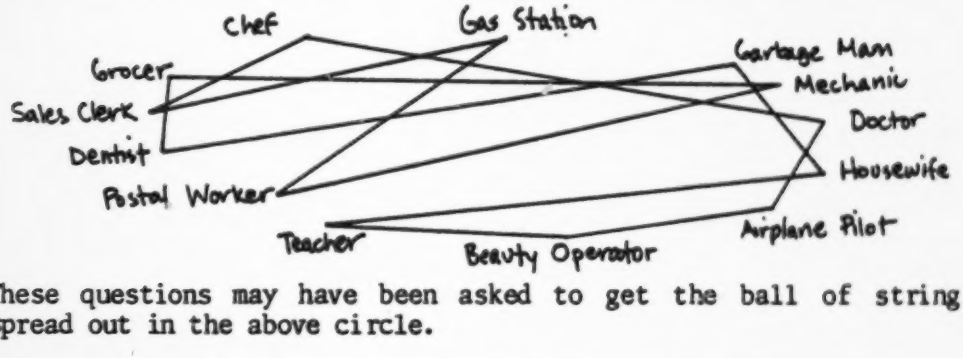
The leader of this activity should have plenty of pre-prepared occupational questions to keep the ball moving fairly rapidly. A few suggested questions are given on the next page.

Continue the question and answer process around the group and within a short time everyone will be connected.

BALL OF STRING PROCEDURE CONTINUED...

Then, remove one or two students from the circle (automation or out of date) and have them drop the string. Discussion should follow. What will happen to the person who lost the job? If the person who lost the job has to be retrained, what new occupations should be added to the circle?

The larger the group, the better to demonstate interdependence.



These questions may have been asked to get the ball of string spread out in the above circle.

1. GROCER HAS STRING. ("How many of you go to the grocery store?")
2. Select MECHANIC. (Question--"In your occupation, will you use the post office?")
3. String to POSTAL WORKER. (Question--"If you use a vehicle to deliver mail, will you use a gas station?")
4. String to GAS STATION. (Question--"Where will you buy your shoes?")
5. String to SALES CLERK. (Question--"Where will you eat lunch?")
6. String to CHEF. (Question--"Where will you go if you should cut your finger on the meat slicer?")
7. String to DOCTOR. (Question--"How will you get to San Francisco for a meeting?")
8. String to AIRLINE PILOT. (Question--"Where will you go to get a new hair dryer for your new hair style?")
9. String to BEAUTY OPERATOR. (Question--"How did you learn to cut the new styles?")
10. String to TEACHER. (Question--"You are having a conference with Susie's mother, who is a housewife?")
11. String to HOUSEWIFE. (Question--"Where do you put the Christmas wrappings, boxes, tree, etc., you have just taken down?")
12. String to GARBAGEMAN. (Question--"Where have you just been to collect the garbage?")
13. String to GROCER who is answering a question for the DENTIST by "The best person in town to help you is the MECHANIC."

By now everyone in the circle should be holding the string at some point. Have one or two students drop the string indicating illness, retirement, or a job no longer exists. How are the others affected? Follow with a discussion.

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Occupations Related to 4 Major Areas of Outdoor School I

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To acquaint students with careers connected to Ecology.

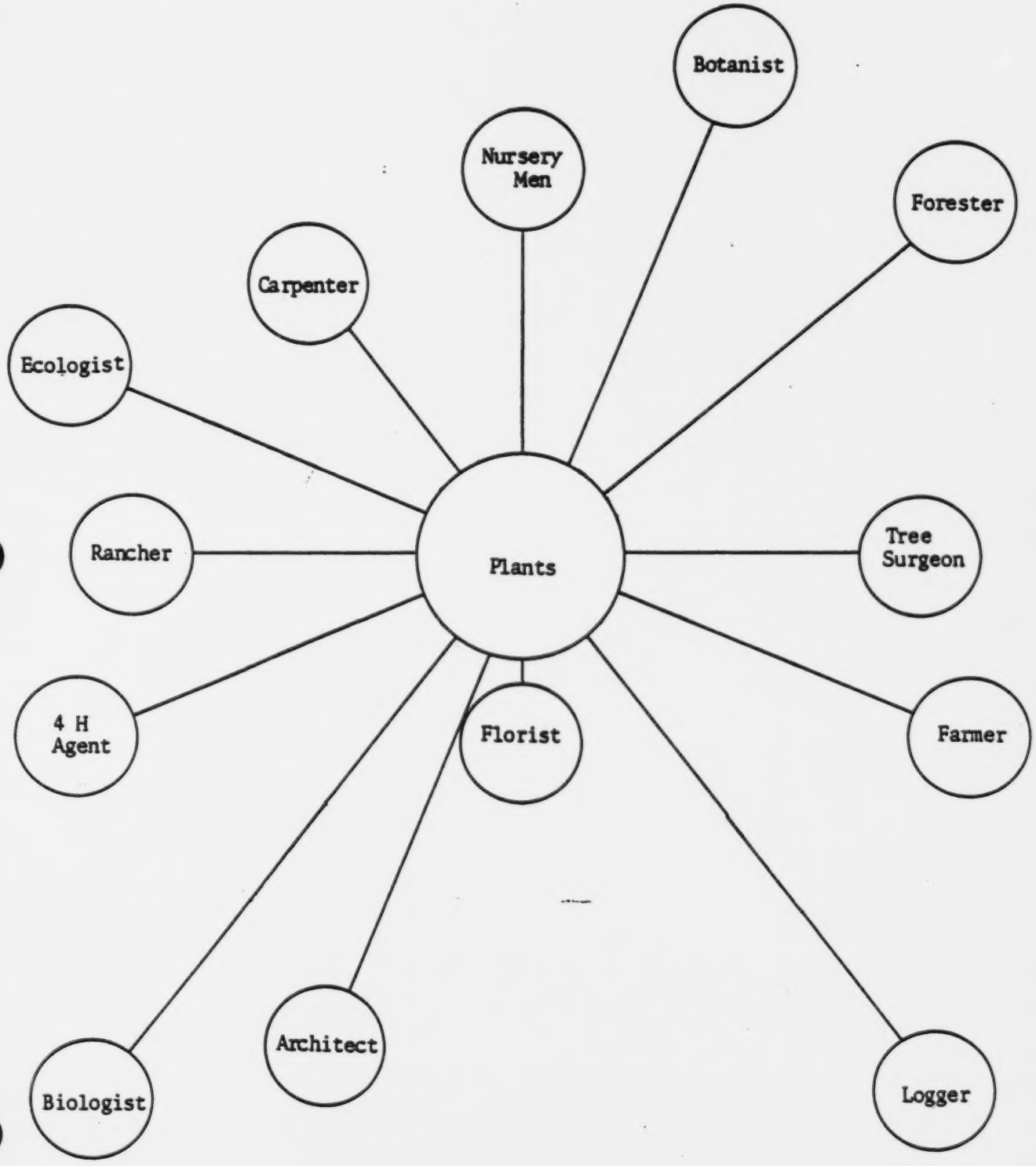
TIME: 45 minutes

MATERIALS: Pencil, Paper, Butcher Paper and Felt Pens or Crayons

PROCEDURES:

1. Teacher constructs a rough draft of a career cluster on chalk board (see attached sheet).
2. Class discussion of what a career cluster is. Fill in a few examples.
3. Class breaks into groups of 4-6.
4. Each group draws a blank career cluster design using one of the following topics (plants, animals, water, soil) in the central core.
5. Group brainstorms for related occupations to complete design.
6. Class constructs a master cluster.
   A. Teacher makes a blank chart and asks groups to fill in career cluster, or
   B. Groups select a member to fill in master career cluster.

Theme: Occupations Related to 4 Major Areas of Outdoor School I



CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Occupations Related to 4 Major Areas of Outdoor School III

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To acquaint students with careers connected to Ecology.

TIME: 30 minutes

MATERIALS: Butcher Paper, Felt Pens

PROCEDURES:

1. Class review and discussion on meaning of natural resources.
2. Using career clusters formulated in Activity I (there should be a completed cluster in water, wildlife, soil, plants), consolidate onto a master career cluster using natural resources as a central core.
3. After consolidating from the 4 areas, students will brainstorm for additional related careers, to complete career cluster.

NOTE: Displays of charts, pamphlets, etc., from Forest Service, Department of Natural Resources, Game Commission, etc., should assist students in formulating ideas.

CAREER GUIDANCE ACTIVITY

TITLE: Weather Occupation

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To increase knowledge of how the weatherman records and predicts weather.

TIME: A few minutes a day over a period of 1-2 weeks.

MATERIALS: Thermometer, Simple Barometer, Anemometer, Rain Guage

PROCEDURES:

1. Discuss ways and methods people use to predict weather and evaluate them.
2. Encourage students to make weather instruments of their own (or PPS Weather Kit).
3. Have student record daily observations and make forecast, using catagories as: date, sunrise, sunset, temperature, clouds, sky, winds, our forecast, actual forecast.
4. Weather maps may be clipped from daily newspapers.
5. Make a graph of daily temperatures highs and lows.
6. Arrange for a speaker from Oregon State Weather Bureau, and/or a field trip to the Weather Bureau.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL

GRADE 6

STUDENTS WILL ACQUIRE KNOWLEDGE

ABOUT THE WORLD OF WORK

Suggested Activities Grade 6

6-2.1. A Parent Survey
6-2.2. Occupations in the News
6-2.3. Want Ads and Jobs I
6-2.4. Want Ads and Jobs II
6-2.5. Contrasting Jobs
6-2.6. Jobs Wanted
6-2.7. Poetry Time
6-2.8. Questionnaire for Career Education

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: A Parent Survey

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To involve parents in a school activity. To develop student awareness in occupations of parents.

TIME: 45 minutes

MATERIALS: Parent Survey Sheet

PROCEDURES:

1. Distribute "Parent Survey" sheets to students, instructing them to ask their parents to complete the forms. Students are to return the forms by a specific date.
2. When the survey forms are returned, discuss them as a class.
3. If parents express interest in coming to class contact them, discuss the purpose of the visit, and schedule a time for them to visit the class with their job presentation.

Note: Two parents, two jobs, send home two Parent Survey forms.

PARENT SURVEY
6-2.1.

Dear Parent,

Your child is studying various occupations in this _____ class and we would appreciate your assistance by answering the following questions concerning your career. You may leave your name off if you prefer.

What is your occupation?_____

What are your specific duties?_____

What influenced you to go into this occupation?_____

What experience and training have you had for this occupation?_____

_____

What hobbies or leisure time activities interest you?_____

Related to job?_____

Not related to job?_____

What other occupations are you qualified for if you should need to change jobs?

_____

We will be planning for speakers to talk with students about their jobs and careers. Would you be willing to speak with a group of students interested in what you do and answer their questions? If yes, where and when is the best time to contact you?

Phone:_____ Time:_____

Thank you, your cooperation is greatly appreciated.

Sincerely yours,

_____
Teacher

CAREER GUIDANCE ACTIVITY

TITLE: Occupations in the News

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To identify specific people in various occupations.

TIME: 45 minutes

MATERIALS: Newspaper and Magazines, Pen, Pencil, Handouts

PROCEDURES:

1. Bring newspapers and magazines into the classroom (teacher or students).
2. Give students the handout and a newspaper or magazine.
3. Have the students search for the names of specific people in each job title.

6-2.2.

_____
Name

OCCUPATIONS IN THE NEWS

Look through the newspaper and current magazines and write in the spaces below the name of a man or woman for each occupation listed.

1. mayor _____
2. governor _____
3. congressman/congresswoman _____
4. president _____
5. ambassador _____
6. judge _____
7. vice president _____
8. attorney _____
9. educator _____
10. scientist _____
11. journalist _____
12. doctor _____

CAREER GUIDANCE ACTIVITY

TITLE: Want Ads and Jobs 1

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To develop an awareness of job opportunities.

TIME: 45 minutes

MATERIALS: Pencil, Paper, Class load of Newspapers, Chalkboard and Chalk

PROCEDURES:

1. Order class load of newspapers from Oregonian or bring papers from home (teacher and/or students).
2. From the classified section have students find a minimum of 10 job opportunities for men and 10 for women.
3. Tally findings on board.
4. Follow up with a class discussion which would include possible reasons for greater job opportunities available in some occupations.
   Possible reasons:
   A. Supply and Demand
   B. Seasonal Opportunities
   C. Job Entry Requirements
   D. Fringe Benefits (security and rewards)
5. Continue with Activity II.

NOTE: Teacher should be sure to stress dignity of all useful occupations.

CAREER GUIDANCE ACTIVITY

TITLE: Want Ads and Jobs II

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To develop an awareness of job opportunities.

TIME: 60 minutes

MATERIALS: Class load of Newspapers, Pen, Pencil, Paper

PROCEDURES:

1. Review form for writing a business letter. Have a model on the chalkboard.
2. Discuss job application criteria.
3. From the classified section, have students choose one job opportunity, write a letter of application.

CAREER GUIDANCE ACTIVITIES

TITLE: Contrasting Jobs

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To read "want ads" in the newspaper.

TIME: 60 minutes

MATERIALS: Newspapers with want ads, Scissors, Paste, Pencil, Paper

PROCEDURES:

1. Follow instructions on the 5 activity pages.
   A. a Night and Day Search
   B. a Machine and People Search
   C. an Educational Search
   D. a Sitting and Standing Search
   E. an Indoor and Outdoor Search

Name

6-2.5a

NIGHT AND DAY SEARCH

1. Look through the want ads in your newspaper and find:

   a.) 3 jobs where you would work during the day.
   b.) 3 jobs where you would work at night.

2. Cut and paste the ads in the proper spaces below.

Daytime Jobs	Nighttime Jobs

Name

6-2.5.b

A MACHINE AND PEOPLE SEARCH

1. Look throgh the ad section of your local newspaper and find:

   a.) 3 jobs where you would work mostly with machines.
   b.) 3 jobs where you would work mostly with other people.

2. Cut and paste the ads in the proper spaces below.

Working With Machine Jobs

Working With People Jobs

Name

6-2.5.c.

AN EDUCATIONAL SEARCH

1. Look through the want ads in your newspaper and find:

   a.) 3 jobs where you would have to have a college education.
   b.) 3 jobs where you would not have to have a college education.

2. Cut and paste the ads in the proper spaces below.

College Education Required	College Education Not Required

Name

6-2.5.d.

A SITTING AND STANDING SEARCH

1. Look through the ad section of you local newspaper and find:

   a.) 3 jobs where you would spend most of your time sitting down
   b.) 3 jobs where you would spend most of your time standing on your feet

2. Cut and paste the ads in the proper spaces below.

Sitting Down Jobs	Standing Up Jobs

Name

6-2.5.e.

AN INDOOR AND OUTDOOR SEARCH

1. Look through the want ads in your newspaper and find:

   a.) 3 jobs where you would spend most of your time indoors
   b.) 3 jobs where you would spend most of your time outdoors

2. Cut and paste the ads in the proper spaces below.

Indoor Jobs	Outdoor Jobs

CAREER GUIDANCE ACTIVITY

TITLE: Job Wanted

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To write a job wanted ad.

TIME: 30 minutes

MATERIALS: Pencil or Pen and Paper

PROCEDURES:

1. Discuss how to write a job wanted ad.
2. Show students the sample job wanted ad on 6-2.6.a.
3. Have students prepare a job wanted ad.
4. Optional Activity--Have students write a resume about themselves to give to a prospective employer.

Name

6-2.6.a

JOB WANTED

Pretend that you are looking for a summer job. Write an ad that could appear in a newspaper and answer the following:

1. What kind of work are you looking for?

2. What are your qualifications?

3. What previous experience have you had?

4. What hours will you be able to work?

5. What do you expect to be paid?

6. What three people would you use as references?

JUST FOR FUN: USE YOUR ANSWERS TO THESE QUESTIONS AND WRITE A RESUME ABOUT YOURSELF TO GIVE TO A PROSPECTIVE EMPLOYER.

PET SITTER
Responsible, friendly teenager offers pet care services while you are on vacation. Experienced in care of fish, birds, and small mammals. Available by the day or week. Reasonable rates depending on type of pet (example: parakeet 30¢ per day). References available from Riverton Humane Society, Furry Friend Pet Shop, and neighbors whose pets I have cared for. Call 235-5032 ask for Kim.

CAREER GUIDANCE ACTIVITY

TITLE: Poetry Time

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To write a poem using occupations information.

MATERIALS: Pencil or Pen and Paper

PROCEDURES:

1. Discuss with students how to write a poem using the example on 6-2.7.a.
2. Have students write the poems.
3. Share students' poems with the class.

Name

6-2.7.a

POETRY TIME

1. Write the name of an occupation on the first line.
2. Write two words describing this occupation on the next line.
3. Write three action words about your occupation on the third line.
4. Write four or more words about your occupation.
5. Write one word that sums up your feelings about this occupation.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Doctor
Healing people
Soothing, listening, understanding
Giving me a shot
OUCH!

CAREER GUIDANCE ACTIVITY

TITLE: Questionnaire for Career Education

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To help students identify the components of a variety of job titles.

TIME: 45 minutes

MATERIALS: Questionnaire, Pen or Pencil

PROCEDURES:

1. Hand out questionnaire and have students fill it out.
2. Class will discuss pages 1-4.
3. Individual students will explain the reasons they chose to circle particular job titles.

QUESTIONNAIRE FOR CAREER EDUCATION 1 6-2.8.a

NAME _____ GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: For some jobs people need to go to high school, for other jobs they need to go to college. Below is a list of jobs, some of which need a high school education, and some need a college education. Mark an X in column A if the job needs a HIGH SCHOOL EDUCATION. Mark an X in column B if the job needs a COLLEGE EDUCATION. Take as much time as you need. (TEACHER MAY READ THE WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	NEEDS ONLY HIGH SCHOOL OR LESS A	NEEDS COLLEGE B		NEEDS ONLY HIGH SCHOOL OR LESS A	NEEDS COLLEGE B
SAMPLE: TRUCK DRIVER	X				
1. DOCTOR.....			16. CHOCKER-SETTER...		
2. LONGSHOREMAN.....			17. CRANE OPERATOR...		
3. ELECTROPLATER.....			18. DRUGGIST.....		
4. SCHOOL TEACHER.....			19. AIRPLANE PILOT...		
5. VETERINARIAN.....			20. LIBRARIAN.....		
6. FRUIT PACKER.....			21. FLIGHT ATTENDANT.		
7. LETTER-CARRIER.....			22. CASHIER.....		
8. SECURITY OFFICER...			23. MACHINIST.....		
9. TOOL AND DIE MAKER.			24. GLAZIER.....		
10. FIRE FIGHTER.....			25. CABINETMAKER.....		
11. ELECTRICAL ENGINEER			26. DENTIST.....		
12. F.B.I AGENT.....			27. MODEL.....		
13. DIETICIAN.....			28. SECRETARY.....		
14. POULTRY FARMER.....			29. SOCIAL WORKER....		
15. LAWYER.....			30. FLORIST.....		

QUESTIONNAIRE FOR CAREER EDUCATION 2 6-2.8.b

NAME_____ GRADE_____ SEX_____

SCHOOL_____ TEACHER_____ DATE_____

DIRECTIONS: In the world some people work mainly by using their Hands and some people work mainly by using their Minds. Below is a list of jobs. Mark an X in the column A if you think the person works mainly with his Hands. Mark an X in column B if you think the person works mainly with his Mind. Take as much time as you need. (TEACHER MAY READ WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	WORKS MAINLY WITH HANDS A	WORKS MAINLY WITH MIND B
SAMPLE: TRUCK DRIVER	X	
1. LUMBER GRADER.....		
2. LAWYER.....		
3. WEATHER FORECASTER.....		
4. SCHOOL TEACHER.....		
5. FRUIT SORTER.....		
6. ARCHITECT.....		
7. TOOL AND DIE MAKER.....		
8. RADIO ANNOUNCER.....		
9. DRAFTER.....		
10. LIBRARIAN.....		
11. FIRE FIGHTER.....		
12. INSURANCE AGENT.....		
13. BUS DRIVER.....		
14. SHEETMETAL WORKER.....		
15. HAIRSTYLIST.....		
16. FINE ARTIST.....		
17. F.B.I. AGENT.....		
18. MILLWRIGHT.....		
19. FOOTBALL COACH.....		
20. WRITER.....		

QUESTIONNAIRE FOR CAREER EDUCATION 3 6-2.8.c

NAME _____ GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: We all know that some people work INDOORS and some people work OUTDOORS. From the list below we would like you to decide if the person working at the job works MAINLY INDOORS or MAINLY OUTDOORS. Mark an X in column A if you think the person works mainly INDOORS. Mark an X in column B if you think the person works mainly OUTDOORS. Take as much time as you need. (TEACHER MAY READ THE WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	WORKS MAINLY INDOORS A	WORKS MAINLY OUTDOORS B
SAMPLE: WHEAT FARMER		X
1. RIGGER		
2. SAWYER		
3. LINEPERSONS		
4. GARMENT CUTTER		
5. ACCOUNTANT		
6. UPHOLSTERER		
7. SALES CLERK		
8. CRANE OPERATOR		
9. CASHIER		
10. ROOFER		
11. FLIGHT ATTENDANT		
12. ELECTROPLATER		
13. DENTAL HYGIENIST		
14. BRICK LAYER		
15. CEMENT MASON		
16. CONSTRUCTION WORKER		
17. LANDSCAPER		
18. STEAMFITTER		
19. FRUIT SORTER		
20. SURVEYOR		

QUESTIONNAIRE FOR CAREER EDUCATION 4 6-2.8.d

NAME _____ GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: Some people work mainly with other PEOPLE, others work mainly with TOOLS AND MACHINES, and some people work mainly with PENCIL AND PAPER.

Below is a list of jobs that people do. Mark an X in column A if you think the person works mainly with PEOPLE. Mark an X in column B if you think the person works mainly with TOOLS AND MACHINES. Mark an X in column C if you think the person works mainly with PENCIL AND PAPER. Take as much time as you need. (TEACHER MAY READ WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	MAINLY PEOPLE A	TOOLS AND MACHINES B	PENCIL AND PAPER C
SAMPLE:			
TEACHER.....	X		
WRITER.....			X
AUTO MECHANIC....		X	
1. CHOCKER-SETTER.....			
2. HAIRSTYLIST.....			
3. WEATHER FORECASTER.....			
4. DRAFTER.....			
5. HOSPITAL ORDERLY.....			
6. LONGSHOREMAN.....			
7. DIESEL MECHANIC.....			
8. LINEPERSON.....			
9. USHER.....			
10. PHYSICAL THERAPIST.....			
11. PAROLE OFFICER.....			
12. BOOKKEEPER.....			
13. RECEPTIONIST.....			
14. JOURNALIST.....			
15. MATHEMATICIAN.....			
16. COMPOSER OF MUSIC.....			
17. CAR SALESPERSON.....			
18. COUNSELOR.....			

	MAINLY PEOPLE A	TOOLS AND MACHINES B	PENCIL AND PAPER C
19. PLASTERER.....			
20. MILLWRIGHT.....			
21. EDITOR.....			
22. CEMENT MASON.....			
23. GLAZIER.....			
24. AUDITOR.....			
25. INTERVIEWER.....			

QUESTIONNAIRE FOR CAREER EDUCATION 5 6-2.8.c

NAME_____ GRADE_____ SEX_____

SCHOOL_____ TEACHER_____ DATE_____

DIRECTIONS: All kinds of people do all kinds of jobs. Some people like their jobs and other people don't like their jobs. You are going to have a chance to choose the jobs that you would most like to do. You will choose the 3 jobs from the list below that you would like to do when you grow up. Look over the entire list first, then circle the three jobs that you would most like to do. Take as much time as you want. (TEACHER WILL READ THE WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.) Circle only three jobs.

LAWYER	DOCTOR	
LOGGER	DIESEL MECHANIC	
BOOKKEEPER	METER MAID	
TEACHER		FOOTBALL COACH
ELECTRICIAN		BRICKLAYER
JOURNALIST		WEATHERMAN
BANK TELLER	MINISTER	
AUTO MECHANIC	METAL WORKER	
EDITOR	BUILDING INSPECTOR	
NURSE		SECRETARY
FORESTER		TRUCK DRIVER
ARTIST		DESIGNER
POLICE OFFICER	HOMEMAKER	
FARMER	COMMERCIAL FISHER	
ELECTRICAL ENGINEER	CLERK TYPIST	
SALES CLERK		FLIGHT ATTENDANT
MEAT CUTTER		CARPENTER
ARCHITECT		SURVEYOR

QUESTIONNAIRE FOR CAREER EDUCATION 1 6-2.8.f

NAME ANSWER KEY GRADE SEX

SCHOOL TEACHER DATE

DIRECTIONS: For some jobs people need to go to high school, for other jobs they need to go to college. Below are a list of jobs, some of which need a high school education, and some need a college education. Mark an X in column A if the job needs a HIGH SCHOOL EDUCATION. Mark an X in column B if the job needs a COLLEGE EDUCATION. Take as much time as you need. (TEACHER MAY READ THE WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	NEEDS ONLY HIGH SCHOOL OR LESS A	NEEDS COLLEGE B		NEEDS ONLY HIGH SCHOOL OR LESS A	NEEDS COLLEGE B
SAMPLE: TRUCK DRIVER	X				
1. DOCTOR.....		X	16. CHOCKER-SETTER...	X	
2. LONGSHOREMAN.....	X		17. CRANE OPERATOR...	X	
3. ELECTROPLATER.....	X		18. DRUGGIST.....		X
4. SCHOOL TEACHER.....		X	19. AIRPLANE PILOT...		X
5. VETERINARIAN.....		X	20. LIBRARIAN.....		X
6. FRUIT PACKER.....	X		21. FLIGHT ATTENDANT.	X	
7. LETTER-CARRIER.....	X		22. CASHIER.....	X	
8. SECURITY OFFICER...	X		23. MACHINIST.....	X	
9. TOOL AND DIE MAKER.	X		24. GLAZIER.....	X	
10. FIRE FIGHTER.....	X		25. CABINETMAKER.....	X	
11. ELECTRICAL ENGINEER		X	26. DENTIST.....		X
12. F.B.I AGENT.....		X	27. MODEL.....	X	
13. DIETICIAN.....		X	28. SECRETARY.....	X	
14. POULTRY FARMER.....	X		29. SOCIAL WORKER....		X
15. LAWYER.....		X	30. FLORIST.....	X	

QUESTIONNAIRE FOR CAREER EDUCATION 2 6-2.8.g

NAME ANSWER KEY GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: In the world some people work mainly by using their Hands and some people work mainly by using their Minds. Below is a list of jobs. Mark an X in the column A if you think the person works mainly with his Hands. Mark an X in column B if you think the person works mainly with his Mind. Take as much time as you need. (TEACHER MAY READ WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	WORKS MAINLY WITH HANDS A	WORKS MAINLY WITH MIND B
SAMPLE: TRUCK DRIVER	X	
1. LUMBER GRADER		X
2. LAWYER		X
3. WEATHER FORECASTER		X
4. SCHOOL TEACHER		X
5. FRUIT SORTER	X	
6. ARCHITECT		X
7. TOOL AND DIE MAKER	X	
8. RADIO ANNOUNCER		X
9. DRAFTER	X	
10. LIBRARIAN		X
11. FIRE FIGHTER	X	
12. INSURANCE AGENT		X
13. BUS DRIVER	X	
14. SHEETMETAL WORKER	X	
15. HAIRSTYLIST	X	
16. FINE ARTIST		X
17. F.B.I. AGENT		X
18. MILLWRIGHT	X	
19. FOOTBALL COACH		X
20. WRITER		X

QUESTIONNAIRE FOR CAREER EDUCATION 3 6-2.8.h

NAME ANSWER KEY GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: We all know that some people work INDOORS and some people work OUTDOORS. From the list below we would like you to decide if the person working at the job works MAINLY INDOORS OR MAINLY OUTDOORS. Mark an X in column A if you think the person works mainly INDOORS. Mark an X in coulmn B if you think the person works mainly OUTDOORS. Take as much time as you need. (TEACHER MAY READ THE WORDS FOR YOU BUT NOT TELL YOU WHAT THEY MEAN.)

	WORKS MAINLY INDOORS A	WORKS MAINLY OUTDOORS B
SAMPLE: WHEAT FARMER		X
1. RIGGER		X
2. SAWYER	X	
3. LINEPERSONS		X
4. GARMENT CUTTER	X	
5. ACCOUNTANT	X	
6. UPHOLSTERER	X	
7. SALES CLERK	X	
8. CRANE OPERATOR		X
9. CASHIER	X	
10. ROOFER		X
11. FLIGHT ATTENDANT	X	
12. ELECTROPLATER	X	
13. DENTAL HYGIENIST	X	
14. BRICK LAYER		X
15. CEMENT MASON		X
16. CONSTRUCTION WORKER		X
17. LANDSCAPER		X
18. STEAMFITTER	X	
19. FRUIT SORTER	X	
20. SURVEYOR		X

QUESTIONNAIRE FOR CAREER EDUCATION 4 6-2.8.i

NAME ANSWER KEY GRADE _____ SEX _____

SCHOOL _____ TEACHER _____ DATE _____

DIRECTIONS: Some people work mainly with other PEOPLE, others work mainly with TOOLS AND MACHINES, and some people work mainly with PENCIL AND PAPER.
Below is a list of jobs that people do. Mark an X in column A if you think the person works mainly with PEOPLE. Mark an X in column B if you think the person works mainly with TOOLS AND MACHINES. Mark an X in column C if you think the person works mainly with PENCIL AND PAPER. Take as much time as you need. (TEACHER MAY READ WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.)

	MAINLY PEOPLE A	TOOLS AND MACHINES B	PENCIL AND PAPER C
SAMPLE:			
TEACHER.....	X		
WRITER.....			X
AUTO MECHANIC....		X	
1. CHOCKER-SETTER.....		X	
2. HAIRSTYLIST.....	X		X
3. WEATHER FORECASTER.....			X
4. DRAFTER.....		X	
5. HOSPITAL ORDERLY.....		X	
6. LONGSHOREMAN.....		X	
7. DIESEL MECHANIC.....		X	
8. LINEPERSON.....	X		
9. USHER.....	X		
10. PHYSICAL THERAPIST.....	X		
11. PAROLE OFFICER.....			
12. BOOKKEEPER.....			X
13. RECEPTIONIST.....	X		
14. JOURNALIST.....			X
15. MATHEMATICIAN.....			X
16. COMPOSER OF MUSIC.....			X
17. CAR SALESPERSON.....	X		
18. COUNSELOR.....	X		

	MAINLY PEOPLE A	TOOLS AND MACHINES B	PENCIL AND PAPER C
19. PLASTERER.....		X	
20. MILLWRIGHT.....		X	
21. EDITOR.....			X
22. CEMENT MASON.....		X	
23. GLAZIER.....		X	
24. AUDITOR.....			X
25. INTERVIEWER.....	X		

QUESTIONNAIRE FOR CAREER EDUCATION 5 6-2.8.c

NAME ANSWER KEY GRADE SEX

SCHOOL TEACHER DATE

DIRECTIONS: All kinds of people do all kinds of jobs. Some people like their jobs and other people don't like their jobs. You are going to have a chance to choose the jobs that you would most like to do. You will choose the 3 jobs from the list below that you would like to do when you grow up. Look over the entire list first, then circle the three jobs that you would most like to do. Take as much time as you want. (TEACHER WILL READ THE WORDS FOR YOU BUT MAY NOT TELL YOU WHAT THEY MEAN.) Circle only three jobs.

LAWYER		DOCTOR
LOGGER		DIESEL MECHANIC
BOOKKEEPER		METER MAID
	TEACHER	FOOTBALL COACH
	ELECTRICIAN	BRICKLAYER
	JOURNALIST	WEATHERMAN
BANK TELLER		MINISTER
AUTO MECHANIC		METAL WORKER
EDITOR		BUILDING INSPECTOR
	NURSE	SECRETARY
	FORESTER	TRUCK DRIVER
	ARTIST	DESIGNER
POLICE OFFICER		HOMEMAKER
FARMER		COMMERCIAL FISHER
ELECTRICAL ENGINEER		CLERK TYPIST
	SALES CLERK	FLIGHT ATTENDANT
	MEAT CUTTER	CARPENTER
	ARCHITECT	SURVEYOR

In each set of three -- 1st Choice - People
2nd Choice - Things
3rd Choice - Data

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 6

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Suggested Activities Grade 6

6-3.1. E-WOW
6-3.2. Career Horizons Career Awareness for 6th Graders: Task No. 1
6-3.3. Career Horizons Career Awareness for 6th Graders: Task No. 4
6-3.4. Knowing Me
6-3.5. Self-Rating on Important Traits
6-3.6. Categories in the World of Work
6-3.7. Work Habits and Personality

CAREER GUIDANCE ACTIVITY

TITLE: E-Wow

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To survey students interests by completing E-Wow

TIME: 45 minutes

MATERIALS: E-Wow forms, pencil, red, yellow, and green felt pens, crayons, or colored pencils

PROCEDURES:

1. Explain to students what "interest survey" means.
2. Explain instructions for doing E-Wow.
3. When completed, put E-Wow in each student's career file folder after recording the results in the Cumulative Activity Record in the box labeled E-WOW.

See Resource Section

E-WOW

E-Wow is one of the interest surveys designed for the 6th grade. Needed materials are red, yellow, and green felt pens, crayons, or colored pencils, and a class set of E-Wow folders.

Have students get out their pens, pencils, or crayons, or distribute a complete set of all three colors to each student. Give each student an E-Wow. Be sure the spaces for name -- first and last and the date, month and year are completed.

Begin with "Job Family A." Explain each picture in order. The first picture of a desk and titled "Do office work;" might be explained as writing, typing, answering the phones, etc.; the second picture, a for sale sign, titled "Sell something;" could be real estate, sales clerk, or cashier. Continue with each picture until all 36 have been covered. If the job activity is one the student likes, it should be colored green. If the job is one the student does not like, color it red. If a student is not sure about a job activity, it should be colored yellow.

When all of the pictures have been colored, the number of each color in each row should be counted, the number of circle parts colored to correspond to the colored job activities, and job titles the student likes underlined in green.

Have each student choose five jobs of interest. These should be listed in their yellow file insert on page 3 in the box labeled "Survey E-Wow." One job title should be chosen from that list and placed on the last page of the E-Wow folder. Distribute JOB-O Dictionaries to the class. Using the information in the dictionaries, the students will be able to complete this page.

When this activity is finished, the E-Wow folders should be placed into each student's career file folder.

See samples in Resource Section.

CAREER GUIDANCE ACTIVITY

TITLE: Career Horizons Career Awareness for 6th Graders: Task No. 1

GRADE LEVEL: 6

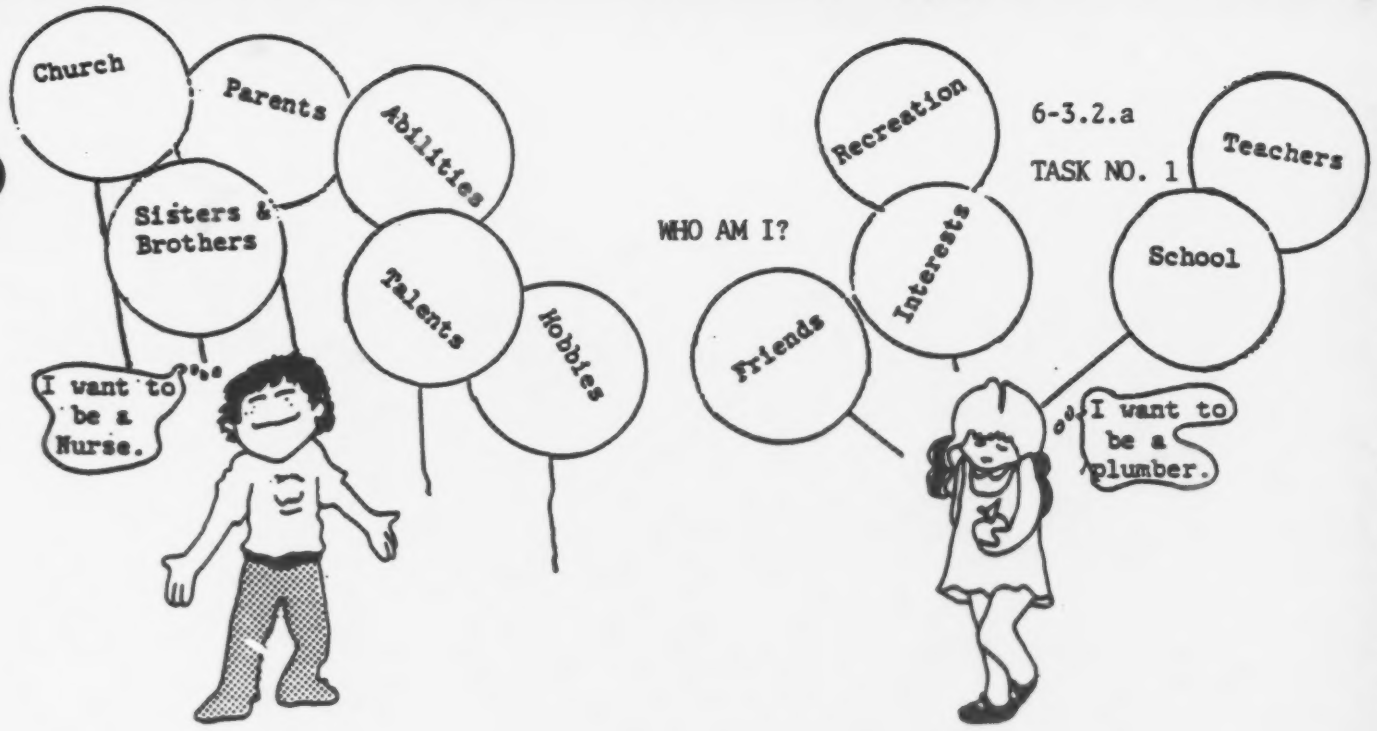
OBJECTIVES OF ACTIVITY: To do a self-evaluation activity and learn to distinguish needs from wants.

TIME: 50 minutes

MATERIALS: Task No. 1 ditto (6 pages), pencil

PROCEDURES:

1. Explain to students the purpose of this activity.
2. Have students complete the ditto.
3. Have class discussion on how students in this class are similar and how they are different. Also, discuss needs and wants and how their needs and wants may vary.



6-3.2.a

TASK NO. 1

You are writing to a new pen pal - tell your pal who you are. Include the following.

Name: _____ Age: _____ Address _____

Physical Description: _____

_____

Special Interests: _____

_____

Special Skills: _____

_____

Personal Qualities: _____

_____

Favorite Things: _____

_____

Talents: _____

_____

Tell your pen pal about a friend you have at school. List three ways you are like this person, and then list three ways you are different from this person:

1._____	1._____
_____	_____
2._____	2._____
_____	_____
3._____	3._____
_____	_____

Answer These Questions:

Are all people different? Why?

Are any two people exactly alike? Why?

After you described yourself, could you describe others as easily? Why?

What do you like best about yourself?

What do you need to make you happy?

What do you want to make you happy?

Look these words up in the dictionary - need and want - what is the difference between these words?

List three things you need as important parts of your life:

_____

_____

_____

_____

List three things that you want, but don't really need:

_____

_____

_____

_____

People sometimes want things they don't really need - why?

_____

_____

_____

_____

_____

WANTS AND NEEDS

Do different people have different wants and needs? Why?

_____

_____

_____

TEST

Show what you have learned by drawing a circle around words that indicate needs, and put a line under the words that show wants.

doll	sleep	bike
football	dog	cookie
milk	friends	shoes
home	coat	cat
television	books	coke
ice cream	parents	clothes
candy	school	water

ANSWERS TO WANTS AND NEEDS TEST

doll	(sleep)	bike
football	dog	cookie
(milk)	(friends)	(shoes)
(home)	(coat)	cat
television	books	coke
ice cream	(parents)	(clothes)
candy	(school)	(water)

CAREER GUIDANCE ACTIVITY

TITLE: Career Horizons Career Awareness for 6th Graders, Task No. 4

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To make some tentative decisions when doing this activity.

TIME: 20 minutes

MATERIALS: Task No. 4 ditto (2 pages), pencil

PROCEDURES:

1. Explain to students the purpose of this activity.
2. Have students complete the ditto.
3. Have class discussion on how to make decisions and how our decisions are influenced by many factors.

DECISIONS

PLEASE COMPLETE THE FOLLOWING

I would like to do this job_____

This is a reason why I might change my mind about this job:

_____

_____

_____

If I change my mind , the following three (3) jobs might interest me:

1. _____

2. _____

3. _____

6-3.3.b.

List three (3) things that you enjoy doing and three (3) jobs you could do that would need the skills you enjoy.

SKILLS I ENJOY	JOBS THAT NEED THESE SKILLS
1.	
2.	
3.	

List three (3) things that your parents ask you to do, three (3) things your teachers ask you to do, and three (3) things that you make choices about.

Give reasons of each:

THINGS MY PARENTS ASK ME TO DO	REASONS

THINGS MY TEACHERS ASK ME TO DO	REASONS

THINGS I MAKE CHOICES ABOUT	REASONS

CAREER GUIDANCE ACTIVITY

TITLE: Knowing Me

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To recognize words, phrases, pictures, and signs that describe students as individuals.

TIME: 60 minutes

MATERIALS: Magazines, Newspapers, Construction Paper, Scissors, Pencils, Glue

PROCEDURES:

1. Have each student cut out an outline of his/her head.
2. Using magazines and/or newspapers, have students cut out words, phrases, pictures, and signs that describe themselves.
3. Glue items cut out to the head outline.
4. Optional: To extend this activity, do it again working in pairs. Have students do a head outline on how they think their working partner sees them. When head outlines are completed, have them talk with their partners and discuss how they saw each other.

CAREER GUIDANCE ACTIVITY

TITLE: Self-Rating on Important Traits

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To rate themselves on traits that are important for job success.

TIME: 30 Minutes

MATERIALS: Checklist, Pencil

PROCEDURES:

1. Discuss traits that are important to job success prior to distributing checklist.
2. Distribute checklist to students for completion.
3. Have follow-up discussion bringing out ways of improvement.
4. Optional: Do this activity twice a year so students can measure their progress on these traits.

SELF-RATING ON IMPORTANT TRAITS

How do you rate yourself on each of these important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
1. Dependability					
2. Self-confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11 Loyalty for those for whom you work					
12. Ability to sense others' feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if you are alone					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider others' viewpoints					
20 Initiative--being a self-starter					
21. Courtesy					
22. Ability to work without supervision					
23. Ability to lead others					
24. Promptness					
25. Orderliness					

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Categories in the World of Work

GRADE LEVEL: 6

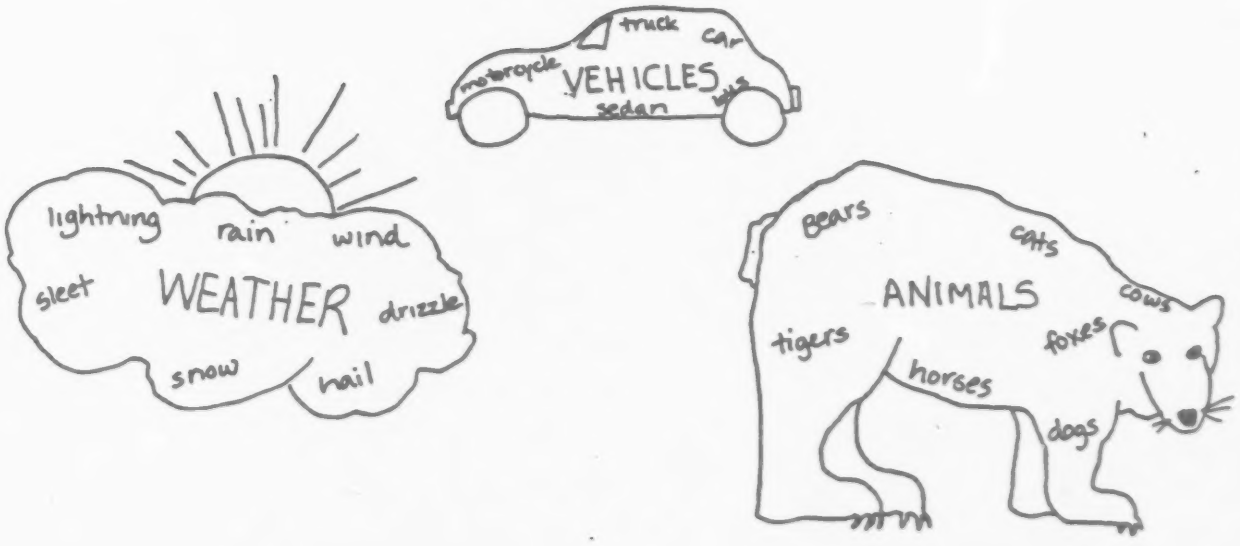
OBJECTIVES OF ACTIVITY: To recognize many specific occupations in career clusters.

TIME: 30 minutes

MATERIALS: Newspapers, Scissors, Paste, Paper

PROCEDURES:

1. Have students find words relating to occupations. The list of categories is endless.
2. Paste these words on shapes relating to the word category.
3. Optional: Interesting word mobiles could be made from this exercise.



CAREER GUIDANCE ACTIVITY

TITLE: Work Habits and Personality

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To become aware of good work habits and personality traits that will build for success in the world of work.

TIME: 15 minutes

MATERIALS: Self-Rating Scale (6-3.7.a)
Pen or Pencil

PROCEDURES:

1. Discuss with students how to use the Self-Rating Scale to evaluate work habits and personality.
2. Have students complete the rating scale.
3. After students have completed the rating scale, have a class discussion on how these traits can help build for success in the world of work.

SELF-RATING SCALE TO EVALUATE WORK HABITS AND PERSONALITY

Attitude and effort:

I begin work _____ Promptly _____ Need Prodding

I make use of my time _____ Good Use _____ Need Supervision

I meet responsibilities _____ Promptly _____ Try to avoid

Attendance

I am _____ Regular _____ Prompt _____ Tardy _____ Absent often

I make use of my school health service _____ Promptly _____ Never unless sent

Group Work

In group planning, I _____ Volunteer _____ Participate when called to do so _____ Let others do it

To the rest of the group I am _____ Courteous _____ Tolerant _____ Discourteous

Class Objectives

For class work I am _____ Always prepared _____ Usually prepared _____ Unprepared

In make-up I _____ Plan for it _____ Do it if told _____ Make no effort

I make classwork more interesting by _____ Outside Reading _____ Radio _____ Speakers

Personality

Grooming---I am _____ Always well groomed _____ Usually well groomed _____ Careless in appearance

My temper is _____ Controlled _____ Uncontrolled

My voice is _____ Clear and distinct _____ Easily heard _____ Cannot be heard

I respect _____ Property _____ Rights of others _____ Leadership of others

I need help with _____

_____

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 6

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING AND CREATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 6

6-4.1. The Closed Mind Attitude-Listening
6-4.2. One-Sided Telephone Conversation
6-4.3. Goal Setting

CAREER GUIDANCE ACTIVITY

TITLE: The Closed Mind Attitude-Listening

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To become aware of how some behaviors affect the effectiveness of a listener.

TIME: 45-60 minutes

MATERIALS: Handout/Transparency

PROCEDURES:

1. Use the student handout on both a transparency and a handout.
2. Discuss with the class how the "reasons we fail to communicate" affects the effectiveness of communication.

THE CLOSED MIND ATTITUDE LISTENING (Student Handout)

NOTE: May be used to make a transparency

10 REASONS WE FAIL TO COMMUNICATE

1. PRE-JUDGEMENT--
   This is the tendency to conclude ahead of time that, because of the way the speaker LOOKS or the way he STARTS, he really has nothing to say.
2. JUMP TO CONCLUSIONS--
   We have already decided the material is too trivial, too difficult, or too something else and we turn off our listening and just sit there.
3. ASSUME--
   We assume that other people think, feel and speak the same way we do.
4. CLOSED MIND--
   When one assumes the answer is already known or what the speaker is going to say, the mind is closed to effective listening.
5. LACK OF ATTENTION--
   Most people speak at a rate of about 125 words per minute while most of us listen or think between 500 and 1000 words a minute. We use the "spare time" to think of other things.
6. WISHFUL HEARING--
   We hear what we want to hear--interpret as it best fits our wants and needs.
7. DIFFERENT MEANINGS--
   Words do not always have the same meanings to different people. (BASTE--to a cook, seamstress, welder.)
8. TALK TOO MUCH--
   It is difficult to learn anything when you're doing all the talking.
9. LACK EMPATHY--
   Cannot look at things from the other person's point of view.
10. FEAR--
    The other guy may be right and we may be wrong. When this reason is preventing us from listening, we are usually guilty of looking for a mistake or a flaw that we can pick to pieces and start an argument.

CAREER GUIDANCE ACTIVITY

TITLE: One-Sided Telephone Conversation

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To have an opportunity to develop skills in decision making, communicating, and creating.

TIME: 40 minutes

MATERIALS: Handout, Pen or Pencil

PROCEDURES:

1. Discuss the possible problems caused by one-sided telephone conversations.
2. Have student complete the "One-Sided Telephone Conversation" handout.
3. Have a class discussion to share and evaluate responses given by students on the handout.

ONE-SIDED TELEPHONE CONVERSATION

"Hi! What are you doing?"

"Oh, yeah? Well, I thought I'd call and see if it's okay."

"Well you know...we talked about you helping me with my math homework. You said..."

"Yeah, I know, but it'll only take a little while."

"Well, maybe a half hour. What do you say?"

"Oh, come on! You owe me. I gave you that book you had to read, and I told you about..."

"So? I told you everything you had to have in that book report for Mr. Eaton."

"I know, I know, but it'll take 45 minutes max."

"Okay, so a half hour. Anyway, when can I come over?"

"You've got to be kidding me! What's more important: you watching 'Mork and Mindy' or my future in math?"

"I'm sorry I asked! Okay, okay, I'll come over after your favorite program. I'll probably get in a world of trouble for being out so late..."

"Who me? Complain? Anyway, thank you..."

"Wow! Now you want room service, too! Well, forget it! You can get your own..."

"Yeah."

"Yeah...but..."

"All right , all right. Dr. Pepper or Orange Crush?"

"Okay."

"It'll be as cold as your heart."

"Well...excuse me!"

"No...I'm not. Anyway, thanks a lot. I'll be there."

"Yeah...'Bye!"

CAREER GUIDANCE ACTIVITY

TITLE: Goal Setting

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To help students to identify and clarify goals.

TIME:

MATERIALS: Handout--"My Goals"
Pen or Pencil

PROCEDURES:

1. Discuss the guidelines for goal setting.
2. Have students complete the goals inventory.
3. They are to list three goals under each area.
4. The goals in each area should be ranked in order of importance 1-3.
5. 1 = most important and 3 = least important.

MY GOALS :_____ Class:_____ Date:_____

LIST THREE GOALS UNDER EACH AREA. THEN RANK 1-2-3 IN ORDER OF IMPORTANCE.

	RANK ORDER
MY MIDDLE SCHOOL GOALS:	
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL-GROWTH GOALS:	
MY FRIENDSHIP GOALS	
MY LEISURE-TIME GOALS:	
MY LONG-RANGE LIFE GOALS:	

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 6

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL RULES.

Suggested Activities Grade 6

6-5.1. I Am a Tool
6-5.2. Sportsmanship
6-5.3. Job Investigation Game
6-5.4. Career Cluster Matching
6-5.5. Yellow Page Scavenger Hunt
6-5.6. Leisure Time Activities
6-5.7. Occupations Vocabulary

CAREER GUIDANCE ACTIVITY

TITLE: I Am a Tool

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To make group decisions.

TIME: Ongoing

MATERIALS: None

PROCEDURES:

1. Tell students the rules of the game. (You may want to give each group a copy of the rules.

RULES FOR I AM A TOOL
(A 20 Question Game)

1. Only questions that can be answered yes or no may be used.
2. Total questions are limited to 20.
3. The moderators decision will be final in relation to all questions whose answers require more than a 'yes' or 'no' answer.
4. A guess is considered a question.
5. The group may consult amoung its members before asking a question.

2. Have one student choose a tool used in an occupation. They will say to the class,"I am a tool", and the rest of the class, using the established rules, is to guess what tool that person is.

3. Class discussion afterwards to decide what questions gave the information to help in making the decision.

4. Optional activity:

   a. Add completion by creating teams and scoring points based on total number of questions asked.
   b. Give rewards for stumping the class -- (time off, candy, etc.)

CAREER GUIDANCE ACTIVITY

TITLE: Good Sport

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To develop within the students the idea of being a good sport.

TIME: One period

MATERIALS: Pencil, Paper, Good Sport Checkup List, Bar or Line Graph, Optional: book/list of sports rules.

PROCEDURES:

1. Students will fill in Good Sport Checkup List before class discussion takes place.
2. Teacher-led class discussion on rules for being a good sport.
3. Fill out Good Sport Checkup List again.
4. Class discussion on results, tabulate results according to 'yes' and 'no' answers and complete bar or line graph.

GOOD SPORT CHECKUP LIST

	YES	NO
1. Cheer good plays by the other team	_____	_____
2. Treat athletic opponents and officials as guests.	_____	_____
3. Accept officials decisions as final	_____	_____
4. Modest in victory and gracious in defeat	_____	_____
5. Respect the judgement of the coach	_____	_____
6. Support my team even in defeat	_____	_____
7. Applaud opponent's errors and penalties	_____	_____
8. Try to be fair, generous and honorable	_____	_____
9. Cheat or break the rules of the game	_____	_____
10. Display team loyalty and fight hard to win	_____	_____

CAREER GUIDANCE ACTIVITY

TITLE: Job Investigation Game

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To become aquainted with jobs and job characteristics, explore how to find out information by asking explanatory questions, learn that certain types of jobs have similar characteristics and activities, and learn that there is dignity in all types of jobs.

TIME: 40 minutes

MATERIALS: A 3x5 card for each student, tape

PROCEDURES: (For a class of 30 students)

1. Choose 6 clusters and type 5 different jobs (one job on each card) on five 3x5 cards from each cluster.

2. Explain all the objectives of the game to the students.

3. Tape a 3x5 card with a job on it on each students' back.

4. Each student must learn his or her job by asking questions in the following manner:
   a. Questions must be answered by either a yes or no.
   b. Students can ask only 3 questions of each person and then move on to another student and ask 3 more questions.
   c. Continue until you identify your job.

5. When you learn your job remove it from your back and tape it to your front. Write the job on the chalkboard and be seated.

6. Now ask them to group themselves into groups according to jobs which have similar activities, or related skills.

7. Ask each group why they grouped together and discuss the similarities.

8. Choose two jobs (nurse, sales clerk) and ask which is more important. Point out the fact that the most important thing is the person in the occupation.

CAREER GUIDANCE ACTIVITY

TITLE: Career Cluster Matching

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: After reading groups of associated occupations, students will decide which career cluster the associated occupations describe.

TIME: 25 minutes

MATERIALS: Career Cluster Matching Handout, Pencil

PROCEDURES:

1. Have a class discussion about career clusters and their associated occupations.
2. Have students complete the handout.
3. Discuss the correct answers with the class. Students can point out associated occupations listed that help them decide which career cluster thay described.

CAREER CLUSTER MATCHING

Career Cluster	Associated Occupations
a.___ Agriculture	a. Farmer or rancher, produce grower, greenhouse or nursery, orchardist, machinery dealer or mechanic, tree surgeon, equipment sales, landscape.
b.___ Bookkeeping/ Manager	b. Real estate, insurance, store manager, advertising, route driver, merchandise manager, buyer, sales clerk.
c.___ Clerical	c. Dental assistant, nurse, medical assistant, ambulance attendant, orderly, medical lab assistant, nurse's aide, physical therapist.
d.___ Construction	d. Cook, baker, waiter-waitress, bus boy-girl, pantry-man sandwich man, salad chef, dietitian.
e.___ Drafting	e. Accountant, bookkeeper, payroll clerk, key punch or bookkeeping machine operator, posting clerk.
f.___ Electricity/ Electronics	f. Typist, general office, bank teller, library assistant, receptionist, duplicating machine operator.
g.___ Food Service	g. Secretary, transcribing machine operator, stenographer, legal secretary, medical secretary.
h.___ Forest Products	h. Auto-body repair, auto-mechanic, air conditioning mechanic, appliance repair, farm and logging equipment mechanic, marine mechanic, hydraulic equipment mechanic, aircraft and engine mechanic, service station attendant, millwright, vending machine mechanic.
i.___ Graphic Arts	i. Carpenter, bricklayer, painter, plasterer, plumber, roofer, electrician, cabinet maker, ironworker, pipe-fitter, grader operator, daywell applicator.
j.___ Electricity/ Electronics	j. Lineman, motor repair, radio repair, electronic technician, electrician, television service repair.
k.___ Marketing	k. Welder, machinist, patternmaker, tool and die maker, metal fabricators, blacksmith, lathe operator, sheet metal worker.

l.___ Mechanical	l. Mechanical draftsman, architectural draftsman, detailer, civil and structural draftsman.
m.___ Metals	m. Barber, beautician, fireman, police, recreation aide, educational aide, legal aide, safety inspectors.
n.___ Secretarial/ Stenographic	n. Logging occupations, sawmill occupations, pulp and paper mill occupations, log truck driver, forester, scalers, and graders.
o.___ Social Service	o. Photographer, photoengraver, offset press operator, typographical layout and design.

CAREER GUIDANCE ACTIVITY

TITLE: Yellow Pages Scavenger Hunt

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To learn how to use the Yellow Pages telephone book.

TIME: 40 minutes

MATERIALS: Yellow Pages Scavenger Hunt Ditto, Pencil, Yellow Pages Telephone Book

PROCEDURES:

1. Working individually or in small groups students will be given Yellow Page Scavenger Hunt ditto and Yellow Pages of the phone book.

2. Upon completion of the ditto, the class will discuss how and where they found the information.

YELLOW PAGES SCAVENGER HUNT

INSTRUCTIONS: Answer the following questions by using the Yellow Pages phone book.

1. What type of information is in the front of the Yellow Pages?
2. On what pages do you find zip code and postal information?
3. Where can you call for zip code assistance?
4. If you live between N.E. Broadway and N.E. Mason on N.E. 25th Avenue, what is your zip code?
5. On what day of the week was July 4, 1976?
6. On what pages do you find information about Tri-Met bus routes?
7. Can you catch the 15th Avenue bus at N.E. 24th and N.E. Broadway?
8. What is the phone number to call for infomation about bus routes and schedules?
9. On what pages will you find the index to the Yellow Pages?
10. On what pages do the Yellow Pages listings start?
11. If you wanted to find a patrol service, what listing would you look under?
12. What is the address and phone number of the Certified Public Accountant named Robert O. Nelson?

YELLOW PAGES SCAVENGER HUNT

Answers from November 1984 Yellow Pages

1. Table of contents and information about using telephones.
2. The last two pages of the Yellow Pages.
3. 294-2308
4. 97212
5. Thursday, (see page 1)
6. Pages 2, 3, and 4
7. No
8. 233-3511
9. Pages B1 to B32
10. Page 5
11. Security Guard and Patrol Service
12. 900 S.W. 5th Avenue, 224-2340

CAREER GUIDANCE ACTIVITY

TITLE: Leisure Time Activity

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: To become aware of different types of activities that are available for leisure time participation.

TIME: 40 minutes

MATERIALS: Leisure Time Activities Ditto, Pencil, Graph paper, Felt Pens

PROCEDURES:

1. Have students complete the Leisure Time Activity ditto.
2. Prepare a line or bar graph showing different activities that are participated in, liked, disliked, or undecided about.
3. Optional activity: Add more activities to the Leisure Time Activity list.

LEISURE TIME ACTIVITY STUDENT INTEREST SHEET

ACTIVITY	PARTICIPATED IN YES	NO	LIKE	DISLIKE	UNDECIDED
1. Bowling--lawn bowling					
2. Flying--Gliding					
3. T.V.--Movie Going					
4. Mountain Climbing--Hiking					
5. Boating--Water Skiing					
6. Carpentry--Building					
7. Gardening					
8. Fly-tieing--Fishing					
9. Ham Opr.--Citizens Band					
10. Car Building--Racing					
11. Badminton					
12. Traveling					
13. Darts--Jokari					
14. Croquet--Marbles--Sacks					
15. Horseshoes					
16. Chess--Checkers					
17. Water Polo--Polo					
18. Ping Pong--Tennis					
19. Reading--Writing					
20. Jogging					
21. Painting--Drawing					
22. Knitting--Sewing--Cooking					
23. Snowmobiling--Train Riding					
24. Skating--Curling					
25. Bicycling					
26. Softball--Mushball					
27. Cardplaying					
28. Volleyball--Basketball					
29. Tetherball					
30. Baseball					
31. Snow Skiing					
32. Rubber Rafting--Swimming					
33. Horseback Riding					
34. Canoeing					
35. Crabbing--Clamming					
36. Touch Football					
37. Surfing					
38. Photography					
39. Leather Crafts					

CAREER GUIDANCE ACTIVITY

TITLE: Occupations Vocabulary

GRADE LEVEL: 6

OBJECTIVES OF ACTIVITY: Students will become aware of some vocabulary involved in occupations.

TIME: 60 minutes

MATERIALS: Occupations Vocabulary Ditto, Pencil, Dictionary of Occupational Titles

PROCEDURES:

1. Discuss these vocabulary words and their meanings with students.
2. Hand out Occupations Vocabulary ditto. Have students complete it.
3. Have students choose three occupations listed on the ditto and, using the Dictionary of Occupational Titles, write a brief description of each of the occupations.

OCCUPATIONS VOCABULARY

R S M M T N R O T C A R P O R I H C
O O A A E A O G E D E T E C T I V E
T J T D L B B A B A B B E R K H R F
A U R A E O B U U C L P R R R A E E
R R O M C B E C T R E I E A E B T I
O I N A T U R H C O E L I K K E N H
C S U G R F D O H B C O T E A R I T
E T R I I A S E E A H T N R B D A F
D R S C C R P I R T N E G A G A P I
R E E I I M O T N C C E R E A S R S
O L R A A E R A A N H T R R M H E H
I L E N N R T R A R E A E O B E L E
R E P O G N P M O N F R L N L R A R
E W I R U E R T D M C I B A E A E M
T E P O N O I E P A O P B U R H H A
N J C T O D R E E I O R O T C O D N
I C E D E A C O N D K R C E U G O R
A R E Y W A L R E K A M R E L I O B

(A)
ACCOUNTANT
ACE
ACROBAT
AGENT
AERONAUT

(B)
BAKER
BARBER
BARTENDER
BUTCHER
BOILERMAKER

(C)
CARPENTER
CHEF COOK
CHIROPRACTOR
CLERK
COBBLER

(D)
DEACON
DETECTIVE
DOCTOR
DOORMAN

(E)
EDITOR
EDUCATOR
ELECTRICIAN

(F)
FARMER
FISHERMAN

(G)
GAMBLER
GUACHO

(H)
HABERDASHER
HEALER

(I)
INTERIOR DECORATOR

(J)
JEWELER
JURIST

(L)
LAWYER
LEECH

(M)
MADAM
MAID
MAGICIAN
MATRON

(N)
NABOB
NURSE

(P)
PAINTER
PIPER
PILOT
PIRATE

(R)
RAKER
ROBBER
ROGUE

(S)
SINNER
SPORT

(T)
TAR
THEIF
TIER

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 7

STUDENTS WILL IDENTIFY AND DEVELOP
ATTITUDES ABOUT THE WORLD OF WORK

Suggested Activities Grade 7

7-1.1 Want Ads
7-1.2 Sex Role Reversal--Indirect Communication

CAREER GUIDANCE ACTIVITY

TITLE: Want Ads

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To become aware of job opportunities.

TIME: 45-60 minutes

MATERIALS: Newspapers, Pencil or Pen, Paper

PROCEDURES:

1. Class discussion on procedures involved in writing an advertisement.
2. Pretending they are an employer, students will write an advertisement for an employee, in the classified section of the newspaper.
3. They should include in their advertisement the necessary qualifications their employees must meet.

CAREER GUIDANCE ACTIVITY

TITLE: Sex Role Reversal--Indirect Communication

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To explore sex role attitudes, indirect communication.

TIME: 45-60 minutes

MATERIALS: Several popular songs which feature a man or woman as the subject of the lyrics.

PROCEDURES:

1. Substitute the opposite pronoun (e.g., she for he, him for her, etc.) and the opposite sex-linked nouns (e.g., girlfriend for boyfriend, John for Jane, etc.) for the original ones. Then evaluate the implications of the altered lyrics.

2. Discuss--
   - how would men react to the lyric changes? Why?
   - how would women react to them? Why?
   - if there is a reaction to the new lyrics, why are the lyrics less acceptable (or more acceptable)?
   - how is sex role stereotyping represented in either set of lyrics?

3. Repeat this with each of the chosen songs.

Expansion 1: Explore the sex role typing represented in television advertising, movies, and novels by replacing female characters with male characters and male characters with female characters. Then analyze the reaction to these reversals.

Expansion 2 Continue the activity by having the learners list slang terms used when referring to women. Then have them list comparable terms for men.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 7

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK

Suggested Activities Grade 7

7-2.1. Occupational Information Interviews
7-2.2. Want Ads
7-2.3. A stimulated Cluster: Student Store

CAREER GUIDANCE ACTIVITY

TITLE: Occupational Information Interviews

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To interview individuals in their community to gain occupational information.

TIME: Open

MATERIALS: Interview Questionnaire Handout (7-2.1.a)

PROCEDURES:

1. Familiarize students with occupational cluster groupings. Can use Dictionary of Occupational Outlook Handbook, and other available resources.

2. Handout the Interview Questionnaire.

3. Have students select three occupations each from different clusters, then interview a person in each.

4. Interim reports can be presented to class by:

   A. Posting on wall;
   B. Small group discussion; or
   C. Oral presentation to entire class.

5. Students should write "thank you " letters to the person they have spoken to on their interviews.

NOTE: Teachers may revise questionnaire as desired.

INTERVIEW 7-2.1.a.

Instructions: Conduct an interview with someone in a career field you find appealing.

POSITION: _____

PRIMARY
RESPONSIBILITY: _____

_____

I CHOSE TO INTERVIEW THIS PERSON BECAUSE: _____

_____

_____

_____

1. How long have you worked at this job? _____

_____

2. What kind of training did you have for this job? _____

_____

_____

3. What sort of educational background did you have? _____

_____

4. Have you had any on-the-job training? _____

_____

_____

5. How did you get this job? _____

_____

_____

6. Do you like this job? _____

_____

7. What do you like best about it? _____

_____

_____

Thank you letter, to be mailed to employer following an interview.

Date:

Student Name
Address
City, State, Zip

Employer Name
Business
Address
City, State, Zip

Dear _____,

I really enjoyed discussing how you run your day care center last Thursday. I learned quite a bit about new creative activities for children. I would appreciate an opportunity to work with you so I can continue to build my child care skills. Your request that I prepare meals is something I feel especially good about, since I am currently enrolled in a foods class in school. I look forward to seeing you again.

Sincerely yours,

_____
Student Signature

CAREER GUIDANCE ACTIVITY

TITLE: Want Ads

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To become aware of job opportunities.

TIME: Open

MATERIALS: Newspaper, Pen or Pencil, Paper

PROCEDURES:

1. Class discussion on procedures involved in writing an advertisement.
2. Pretending they are an employer, students will write an advertisement for an employee, in the classified section of the newspaper.
3. They should include in their advertisement the necessary qualifications their employees must meet.

CAREER GUIDANCE ACTIVITY

TITLE: A Simulated Cluster: School Store

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To operate the School Store.

TIME: Open all year

MATERIALS: Job Application Handout (7-2.3.a.)

PROCEDURES:

1. The teacher will arrange for one class to manage the student store.
2. The teacher will make application forms for jobs in the store business. Examples of possible jobs: President, Manager, Clerks, Account, Treasurer, Secretaries, etc. (The marketing cluster teacher could be of help here.)
3. Students may be members of the board, or these positions may be voluntary. The board will elect the President, who then will interview and hire the other store workers. The board will also set policies that the President must carry out.
4. Community service organizations like Rotary Club, Junior Chamber of Commerce or Lions Club may be willing to help efforts like this, and will be good sources for speakers and information.
5. This activity may become as complex as the teacher feels is necessary. Stock or products made at school could make up the store's merchandise.

STUDENT STORE JOB APPLICATION 7-2.3.a

Name _____ Year in School _____

Address _____

City, State, Zip _____ Telephone: ( ) _____

Counselor or Homeroom Teacher _____

Job you are applying for _____

Class schedule: Period 1 _____ Period 4 _____
Period 2 _____ Period 5 _____
Period 3 _____ Period 6 _____

School Activities you participate in: _____

_____

_____

Grades you last earned in the following subjects; Math ___ English ___

Social Studies _____ Buisness Courses _____ Science _____

Number of absences you had at the last school you attended? _____

Number of tardies you had at the last school you attended? _____

Are you available? (Check those when you are) Before School _____

Lunch _____ After School _____

Previous job experience: _____

_____

Reason for considering this job: _____

Your future career choice: _____

*REFERENCES

1. (a teacher) _____ 3. (vice principal) _____

2. (counselor) _____ 4. (one other person) _____

*Having signed this application, the reference persons are indicating they have read this Student Store Job Application and are in agreement with it.

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 7

STUDENTS WILL IDENTIFY THEIR
INDIVIDUALIT AND CONTINUE TO
DEVELOP A RELATIONSHIP WITH
OCCUPATIONAL ROLES

Suggested Activities Grade 7

7-3.1 JOB - O and CIS
7-3.2 Coat-of-Arms
7-3.3 I am Proud of...
7-3.4 Rating Presented Activities
7-3.5 Who Am I --What I Like to Do

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: JOB - O

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To identify at least five possible career choices for future exploration.

TIME: 60 to 90 minutes

MATERIALS: JOB - O Booklets, JOB - O Inserts, Pen or Pencil

PROCEDURES:

1. Distribute a Job - O Insert Folder to each student. Have students put first and last names and month and year on the back of the insert. Distribute the booklets.

2. Have students place their inserts between pages 8 and 13 in the booklet. The nine boxes should be visible.

3. Have students turn to page 3. Box 1 deals with levels of training and education. Have students choose the level or levels of training that best matches their interest and abilities and place the corresponding number above the arrow in Box 1. Turn to page 5. Have students choose appropriate job clusters and put number or numbers in arrow above Box 2.

4. Page 7 deals with questions 3-9. Continue marking answers above arrows.

5. Now it is time to match student interests with job titles. Turn to page 9 and slide the insert down so that the job title "Accountant" and its numbers show at the top. When a number in a student box is the same as the number directly above, it is considered a match.

   Count each match. Record the number of matches for each job title in Column E--the last column of the insert folder. When page 9 has been completed, have the students transfer their numbers at the top of the page to the tops of pages 10 and 11. Continue counting matches until the bottom of page 11.

6. This is the time to discuss with a student *why* a specific job did not match five or more times. Since this is not a test, but an interest survey, the student is given the opportunity to change answers after discovering an especially interesting job title to create more matches.

PROCEDURES continued

7. Have each student choose five jobs where there have been five or more matches. These should be listed in their yellow file insert on page 3 in the box labeled "Survey-Job-O." Three job titles should be placed on the last page of the Job O folder. Using the information listed across each job title (there are eight columns of information), complete page 12 of the insert.

8. When the activities using the information from Job-O and the Job-O insert have been completed, place the Job-O insert into each student's career file folder.

NOTE: See samples in Reference Section

CAREER GUIDANCE ACTIVITY

TITLE: Coat-of-Arms

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To choose activities they like and those they do well and identify the important influences on their lives.

TIME: 60 to 90 minutes

MATERIALS: "Coat-of-Arms" Handout, Color Pencils, Crayons or Color Pens.

PROCEDURES:

1. Give each student a copy of "Coat-of-Arms" handout for them to fill in spaces as indicated.

2. Students could explain their choices to others in the class or smaller groups.

COAT-OF-ARMS

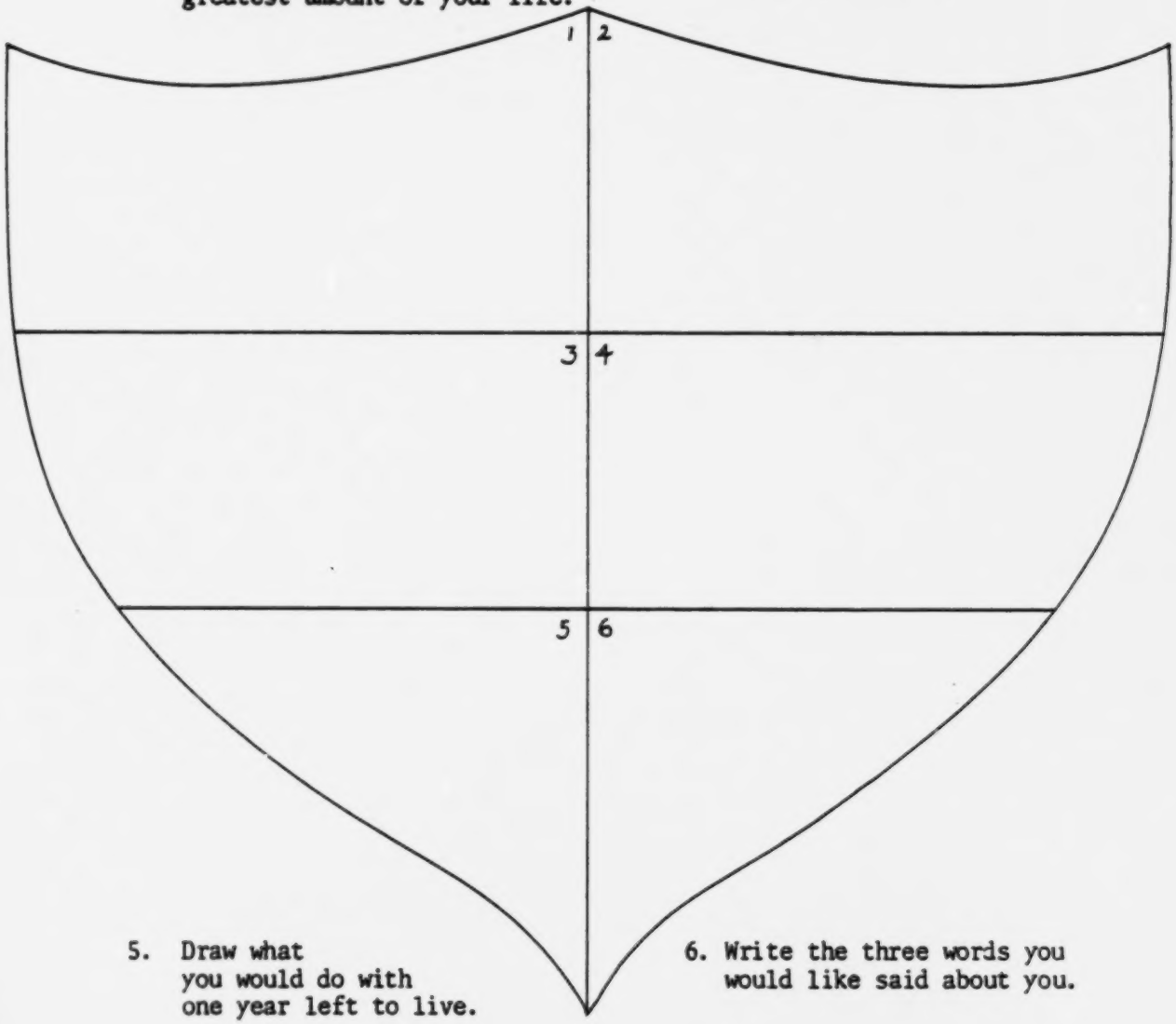
Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "Coat-of-Arms".

1. Draw two things you do well.

2. Draw your "psychological" home" or the place where you feel at home.

3. Draw the career in which you would like to spend the greatest amount of your life.

4. Draw the three people most influential in your life.



5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.

CAREER GUIDANCE ACTIVITY

TITLE: I Am Proud of...

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To identify twelve (12) specific items of which to be proud.

TIME: 30 to 45 minutes

PROCEDURES:

1. Either orally or in writing, ask students to respond to the following question:

   - what is something you are proud of that you can do on your own?
   - what is something you are proud of in relation to money?
   - what is something you have done about the ecology issue that you are proud of?
   - any new skill you have learned within the last month or year?
   - the completion of a task that was very laborious.
   - a family tradition you are particularly proud of?
   - anything you have made with your own hands?
   - a time when you made a shrewd purchase or got a good bargain?
   - anything you have done to increase you repertoire of responses to a situation?
   - a dangerous thing you tried and succeeded at?
   - a new learning about which you feel proud?
   - anything you have done to add to the store of beauty in this world?

2. Optional: Make up some more questions.

CAREER GUIDANCE ACTIVITY

TITILE: Rating Presented Activities

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To choose favored activities and categorize them as relating to data, people or things.

TIME: 30 to 45 minutes

MATERIALS: "Interest Survey" (7-3.4.a) handout for each student.
"Interest Survey--Tabulation Procedure" (7-3.4.b) for teacher.

OPTIONAL: FILM--"Data, People, and Things". 12 minutes

PROCEDURES:

1. Show film and/or introduce survey.

2. Have students complete according to directons on "Interest Survey" handout.

3. Stress that there are no right or wrong answers but rather a tool towards self-awareness.

4. Using key provided, tabulate results.

5. Discuss: Do the results reaffirm or contradict your concepts about your interests? If they contradict, what might be the reason(s)? Explore how you feel about the results. Do you feel they are realistic? Are you satisfied with them? Why? Why not? If you were a member of the other sex, would you answer the questions differently? Why? Why not?

INTEREST SURVEY*

Quickly score the following activities with a "L" for like and a "D" for dislike. It is not necessary that you have these skills, just consider whether you think you would enjoy doing the following:

- 1. building rocket models
- 2. taking a math course
- 3. making sketches or painting
- 4. participating in group activities
- 5. writing letters
- 6. counseling at a camp
- 7. reading about special subjects
- 8. giving talks
- 9. attending plays
-10. taking care of children
-11. serving as a president
-12. cooking a favorite meal
-13. fixing mechanical things
-14. playing a musical instrument
-15. writing a report
-16. reading or writing poetry
-17. helping others with their personal problems
-18. meeting knowledgeable people
-19. playing chess
-20. working in a hospital laboratory
-21. directing the activities of others
-22. following a work plan organized by your supervisor
-23. playing a team sport
-24. computing income taxes
-25. planting a garden
-26. vacuuming a rug
-27. working math puzzles
-28. decorating your bedroom
-29. creating something with a sewing machine
-30. stocking shelves in a store
-31. waiting on people in a store
-32. reading stories to children
-33. going on a family picnic
-34. working crossword puzzles
-35. budgeting money
-36. building birdhouses
-37. doing research
-38. cleaning a closet
-39. making new friends
-40. writing advertising copy
-41. doing carpentry work
-42. working as an accountant
-43. working as a forest ranger
-44. planning a family vacation
-45. doing television repair work

*Adapted from Hooks, 1975

INTEREST SURVEY - TABULATION PROCEDURE*

Using the key provided, note "Data, People, or Thing" (D,P, or T) in front of the appropriate items on the previous page. In some of the cases it appears that the items could be classified in more than one of these categories, however they have been keyed to the category which best describes the main content of the activity.

Interest Survey Key

DATA: 2, 5, 7, 15, 16, 19, 20, 24, 27, 28, 34, 35, 37, 42, 44,

PEOPLE: 4, 6, 8, 9, 10, 11, 17, 18, 21, 22, 23, 31, 33, 39, 43,

THINGS: 1, 3, 12, 13, 14, 22, 25, 26, 29, 30, 36, 38, 40, 41, 45,

Next add up the "Data" items which were marked and record the score by circling this number on the Data Scale. Do the same for "People" and "Thing" items.

Tabulation Scale

D	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
P	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
T	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

GROUP GUIDANCE ACTIVITY

TITLE: WHO AM I--What I Like To Do

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To acquaint students with the types of activities they enjoy and what resources they need to do them.

TIME: 45 minutes

MATERIALS: Pen or Pencil, Paper

PROCEDURES:

1. Ask each student to number a sheet of paper from 1 to 12. Then ask them to list 12 things they like to do in whatever order the activities occur to them. When they have finished, ask them to annotate each item with the following codes:

2. Put a dollar sign ($) next to each item that costs over five dollars every time you do it.

3. Place a "P" next to each item that you enjoy more when you are doing it with somebody, and an "A" next to those things you enjoy more when you are doing it alone.

4. Beside each activity place the date when you did it last.

5. Place and "F" or "M' next to each item you think your father or mother would have listed when they were your age.

6. Place an "*" next to any item that you were not doing five years ago.

7. You can invent any other codes you would like included.

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CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 7

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 7

7-4.1 Values Worksheet
7-4.2 Personal Decision--Making Strategies
7-4.3 Miracle Workers

CAREER GUIDANCE ACTIVITY

TITLE: Values Worksheet

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To identify those values and rules that cause us to act the way we do.

TIME: 45 minutes

MATERIALS: Values Worksheet Handout (7-4.1.a), Pen or Pencil, Paper.

PROCEDURES:

1. A discussion of values and rules should be done before beginning the activity. The introduction should be read to the students so everyone understands what the activity is asking them to do. Any questions should be asked and answered at that time.
2. Handout the Values Worksheet.
3. Discuss responses.

VALUES WORKSHEET 7-4.1.a

Student's Name _____ Date _____

INTRODUCTION:

A value is a belief you have that causes you to act the way you do. You make rules for yourself because of your values, or you pick up rules that fit your way of thinking. A value system is a group of values that you follow to get through more complicated times. For example, you wear certain clothes to school but others to a wedding or special event--making sure that colors go together and checking other details to fit the occasion.

Here are some value situations. Make your decisions, then write the rule or rules you have for yourself that you follow in these situations.

1. I am very hungry, I'm at a friend's house. I hate liver. At supper, his mother puts liver on my plate along with servings of other food. I will...

   RULE(S) _____

2. I'm walking down the sidewalk. I notice a spider running across in front of me. Just as my next step will reach the path of the spider I...

   RULE(S) _____

3. On the way out the door to go shopping, my folks tell me to have my room cleaned up by the time they get back in a couple of hours. A TV program I like will be on in a few minutes. As soon as the car leaves the driveway, I...

   RULE(S) _____

4. A bunch of kids are telling stories about themselves that sound more like a bragging than fact. They all look at me as if it were my turn. I...

   RULE(S) _____

5. I'm sitting at the show. A lady in front of me has a hat that is getting in my way. I...

   RULE(S) _____

6. I am in a store. I see a person taking something off a shelf and heading for the door. I...

   RULE(S) _____

7. My math assignment is due after activity period, 15 minutes from now. As I finally get started on it, I notice another student's paper with all the problems worked out. I decide to...

   _____

   RULE(S)_____

8. I have an old pair of tennis shoes and a new pair. Before going to the park to shoot baskets, I put on the _____ pair.
   RULE(S)_____

9. In Career Education class I'm given a Values Worksheet. After reading the first paragraph, I...

   _____

   RULE(S)_____

10. I walk into a class on the first day of school, the first one in the room. I'll get first pick of where I want to sit, so I walk to the _____ of the room and sit down.

    _____

    RULE(S)_____

11. I have 50¢. There's a MAD magazine and some candy. Each costs 50¢. I buy the _____.
    RULE(S)_____

12. Two kids are giving another kid a bad time. I know all three of them, so I...

    _____

    RULE(S)_____

13. The class is boring, and so are the assignments. My folks give me money for good grades. I will probably...

    _____

    RULE(S)_____

14. There's a purse on the road. An address and some money are in it, I'll...

    _____

    RULE(S)_____

VALUES WORKSHEET CONTINUED...

15. We're having an argument. My friend, who is bigger than I am, is getting pretty mad. I'm going to...

    _____

    RULE(S)_____

16. I'd like to have some regular spending money, so I guess I'll go out and...

    _____

    RULE(S)_____

17. I'm getting close to the end of the assignment; just a couple more to go. I'll just...

    _____

    RULE(S)_____

18. I'm sitting around at home. Nobody is around. I'm feeling real lazy, so I...

    _____

    RULE(S)_____

19. I'm tired. It's late. I have to get up early tomorrow. I look at my toothbrush and...

    _____

    RULE(S)_____

20. I'm sitting around at home. Nobody is around. I'm feeling real lazy. Someone I know is walking by the house, so I'll...

    _____

    RULE(S)_____

CAREER GUIDANCE ACTIVITY

TITLE: Personal Decision-Making Strategies

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To clarify differences among decision-making strategies and clarify frequently used strategies.

TIME: 45 to 90 minutes

MATERIALS: Sufficient copies of Decision-Making Strategies and Personal Decision-Making Strategies for pupil and teacher use.

PROCEDURES:

1. Teacher should present the situation to the group for a decision (individually or a group). Decision situation: Two of your best friends are running for Student Council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council which she has shared with you; she is very shy, however. What do you do?

2. After the decisions are written on the chalkboard, the "Practice Strategies Worksheets" and "Decision-Making Strategies" may be passed out to the group for review and comparison.

3. Discuss with learners the value of decision making, situation which require decision making, etc. Then discuss the general summary of decision making strategies.

   Have the learners generate a list of personal examples of actual decision making experiences they have had which they can use to analyze the individual strategies.

   A. What strategies do you use most often when making decisions?

   B. Are you usually satisfied with the results of your decision making? Why or why not?

   C. If not, which strategies would you like to use in your decision making?

Using the decision-making strategies, you might make your decision in one of the following ways:

1. Immediate strategy: You decide to vote for the first friend that asks you to vote for them.

2. Instinctive strategy: You have a hunch that one friend will do a better job on the council so you decide to vote for that one.

3. Wishful strategy: You wish you could vote for both since both are friends. Since you can't vote twice, you decide not to vote at all.

4. Planned strategy: You talk to both friends about their ideas for the council to determine which one best represents your views. You then decide which one will present the best ideas and will be most effective as a council representative.

5. Risk-free strategy: You decide that since you cannot vote for both friends, the best way to keep both as friends is to tell each that you voted for them. Nether will ask the other, so you are safe and will keep the friendship of both.

6. Avoidance strategy: You decide that since you cannot vote for both friends you will pretend to be sick the day of the elections so you will not vote for either one.

7. Overwhelmed strategy: After you have talked to each of your friends about their views and their strategies for the Student Council, you are so confused that you cannot make a decision at all. You go out of the voting booth without voting at all.

8. Fate strategy: You put off deciding as long as you can. The last day of voting it is clear who is going to win anyway. Since it will not make any difference how you vote, you vote for the one who is winning.

9. Passive strategy: You agree with a third friend that you will vote for whoever is selected by the "crowd". You let the "crowd" make the decision for you.

10. Postponement strategy: You put off deciding since you do not want to hurt anyone's feelings. You put it off so long that you "forgot" to vote.

Individual decision-making strategies can be grouped into three categories:

SPONTANEOUS DECISION MAKING:

1. Immediate strategy: You don't think a long time about the decision or the options available. You just take or choose the first alternative that occurs to you.

2. Instinctive strategy: You "feel" that one of the options is the best one without studying it or looking for relevant information. You base your decision on a hunch or on intuition.

3. Wishful strategy: You select the most attractive or most wanted option without considering the risks or consequences. You only have to know what decision you want to make since you do not analyze the various options first.

DELIBERATE DECISION MAKING:

4. Planned strategy: You use a logical method to make a decision. You collect all the available information, and decide by weighing the facts.

5. Risk-free strategy: You make a decision which is most likely to be successful. It may not be the "best" decision, but it would be a safe decision.

6. Avoidance strategy: You decide by choosing an option that avoids the worst results. You choose anything except the option you think is the worst.

7. Overwhelmed strategy: You get so lost in all the available information you are unable to make an effective decision. Overwhelmed with analyzing all of the options, you become too confused to make a deliberate decision.

DELAYED DECISION MAKING:

8. Fate strategy: You put off making the decision and let external events control the decision. You leave the decision up to fate.

9. Passive strategy: You let someone else decide for you. You only carry out or accept the decision.

10. Postponement strategy: You postpone making a decision by refusing to think about it or by not acting. In effect you make a decision by not deciding.

DECISION-MAKING STRATEGIES (continued)

GROUP DECISION-MAKING STRATEGIES CAN ALSO BE GROUPED INTO THREE CATEGORIES:

11. Democratic: This process involves a decision made by the majority of the group. The majority level (for example, 51% or a 2/3 vote) may vary. Averaging is a semi-democratic method.

12. Consensus: This process involves getting a unanimous or total agreement for the decision. There may be persuasive attempts to generate this unanimous decision.

13. Chance: This process involves relying on outside methods of chance for decision-making such as drawing, flipping a coin or throwing dice.

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Miracle Wrokers

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To identify occupational services participants value and relate those services to actual occupations.

TIME: 45 minutes

MATERIALS: Computer Terminal, Computer User's Handbooks, Occupational Information Printouts, Copies of attached worksheet (7-4.3.a)

PROCEDURES:

1. Each participant receives a worksheet and completes it independently.

2. Each participant should circle the five miracle workers they value the highest; that is, the five whose gifts the participants would most like to receive.

3. Each participant then checks five names of the least valued miracle workers.

4. Have participants form small groups (2-4) to discuss their choices and see if they can discover any patterns. Some helpful questions are: "What seems to link together the five most desirable people and what joins the five least desirable to you?" and "What values were you holding in you choices?"

5. Have each participant respond to the question "What are you doing to achieve what your top five miracle workers could do for you?" "How will your future occupations help you achieve what the miracle workers can do for you?"

6. Have each participant identify 5 to 10 occupations in the User's Handbook that they are interested in exploring.

7. Have each participant read the occupations descriptions and discuss in small groups how the occupations will or will not meet their values. Lead a discussion regarding how the occupations would help participants obtain the services of their top five miracle workers.

NOTE: During the discussion you can ask participants which miracle worker or value is the most important or the better value. Disagreement should occur and you can make the point that the importance placed upon values can and should vary among different people.

A group of 14 experts, considered miracle workers by those who used their services, have agreed to provide these services for the members of this class. Their extraordinary skills are guanranteed to be 100% effective. It is up to you to decide which of these people can best provide you with what you want.

The experts are:

1. Dr. Dorian Gray--A noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. (He also uses hormones to alter body structure and size'.) Your ideal physical appearance can be a reality.

2. Baron Von Barrons--A college-placement and job-placement expert. The college or job of your choice, in the location of your choice, will be yours'.

3. Jedediah Methuselah--Guarantees you long life (to the age of 200) with your aging process slowed down proportionally. For example, at the age of 60 you will look and feel like 20.

4. Dr. Yin Yang--An organismic expert, she will provide you with perfect health and protection from physical injury throughout your life.

5. Dr. Knot Not Ginott--An expert in dealing with parents, he guarantees that you will never have any problems with your parents again. They will accept your values and your behavior. You will be free from control and badgering.

6. Stu Denpower--An expert on authority, he will make sure that you are never again bothered by authorities. His services will make you immune from all control which you consider unfair by the school, the police, and the government (the armed forces included).

7. "Pop" Larity--He guarantees that you will have the friends you want now and in the future. You will find it easy to approach those you like and they will find you easily approachable.

8. Dr. Samantha Smart--She will develop your common sense and your intelligence to a level in excess of 150 I.Q. It will remain at this level through your entire lifetime.

9. Rocky Fellah--Wealth will be yours, with guaranteed schemes for earning millions within weeks.

10. Dwight D. DeGawl-This world-famed leadership expert will train you quickly. You will be listened to, looked up to, and respected by those around you.

WORKSHEET (continued)

11. Dr. Otto Carengy--You will be well-liked by all and will never be lonely. A life filled with love will be yours.

12. Dr. Claire Voyant--All of your questions about the future will be answered, continually, through the training of this soothsayer.

13. Dr. Hinnah Self--Guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.

14. Prof. Val U. Clear.-- You will always know what you want, and you will be completely clear on all the muddy issues of these confused days.

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CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 7

STUDENTS WILL DEVELOP PHYSICAL AND
MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES

Suggested Activities Grade 7

7-5.1 Lost at Sea

CAREER GUIDANCE ACTIVITY

TITLE: Lost at Sea

GRADE LEVEL: 7

OBJECTIVES OF ACTIVITY: To rank 15 survival necessities using the consensus process.

TIME: 60 minutes

MATERIALS: Lost at Sea Handout (7-5.1.a)
Lost at Sea Answer and Rationale Sheet (7-5.1.b)

PROCEDURES:

1. Divide the class into groups of 4 or 5 students.
2. Hand out the "Lost at Sea" Group Worksheets.
3. Have students read and complete rank of survival items.
4. Read "Lost at Sea Answer and Rationale Sheet", stressing that there are no "right" and "wrong" answers.
5. Discuss how various groups arrived at decisions and, if appropriate, how they compared with the experts.

LOST AT SEA GROUP WORKSHEET: Group 7-5.1.a

Instructions: This is an exercise in group decision making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which all group members can at least partially agree. Here are some guides to use in teaching consensus.

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic.

2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching your decision.

4. View differences of opinion as a help rather than a hindrance in decision-making.

___Sextant
___Shaving Mirror
___Five-gallon can of water
___Mosquito netting
___One case of U.S. Army C Rations
___Maps of the Pacific Ocean
___Seat Cushion (floatation device approved by the Coast Guard)
___Two-gallon can of oil-gas mixture.
___Small transistor radio
___Shark Repellent
___Twenty square feet of opaque plastic
___One quart of 160-proof Puerto Rican Rum
___Fifteen feet of nylon rope
___Two boxes of chocolate bars
___Fishing kit

According to the "experts," the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival until rescuers arrive. Articles for navigation are of little importance: Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. Shaving mirror
   Critical for signaling air-sea rescue.

2. Two-gallon can of oil-gas mixture
   Critical for signaling--the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match obviously, outside the raft).

3. Five-gallon can of water
   Necessary to replenish loss by perspiring, etc.

4. One case of U.S. Army C rations
   Provides basic food intake.

5. Twenty square feet of opaque plastic
   Utilized to collect rain water, provide shelter from the elements.

6. Two boxes of chocolate bars
   A reserve food supply.

7. Fishing kit
   Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.

8. Fifteen feet of nylon rope
   May be used to lash equipment together to prevent it from falling overboard.

9. Floating sea cushion
   If someone fell overboard, it could function as a life preserver.

10. Shark repellent
    Obvious

11. One quart of 160 proof Puerto Rican Rum
Contains 80 percent alcohol--enough to use as a potential antiseptic for any injuries incurred: of little value otherwise; will cause dehydration if ingested.

12. Small transistor radio
Of little value since there is no transmitter (Unfortunately, you are out of range of your favorite AM radio stations).

13. Maps of the Pacific Ocean
Worthless without additional navigational equipment--it does not really matter where you are but where the rescuers are.

14. Mosquito netting
There are no mosquitoes in the mid Pacific.

15. Sextant
Without tables and chronometer, relatively useless.

The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

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CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 8

STUDENTS WILL IDENTIFY AND DEVELOP
ATTITUDES ABOUT THE WORLD OF WORK

Suggested Activities Grade 8

8-1.1 How Do I feel About...?
8-1.2 Ranking Values
8-1.3 Sex Role Awareness
8-1.4 The Closed Mind Attitude
8-1.5 Influences on Job Choice

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: How Do I Feel About...?

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To help the students become more aware of his/her values.

TIME: 1 period per activity

MATERIALS: Handouts: How Do I Feel About Education?
How Do I Feel About Life?
How Do I Feel About Success?

PROCEDURES:

1. Administer value assessments.
2. Discuss results of assessments.
3. Fill out "I Can Be What I Want To Be".
4. (Optional) Place "I Can Be What I Want To Be" survey in an envelope to be opened and reviewed at a later date.

HOW DO I FEEL ABOUT EDUCATION?

CIRCLE THE LETTER WHICH BEST DESCRIBES YOUR FEELINGS:

1. How good a student do your parents want you to be in school?

   a. One of the best in my class
   b. Above the middle of my class
   c. In the middle of my class
   d. Just good enough to get by
   e. Don't know
   f. The best I am able to do

2. How often do you and your parents talk about school work?

   a. Just about every day
   b. Once or twice a week
   c. Once or twice a month
   d. Never, or hardly ever

3. How much education do your parents want you to have?

   a. Don't care
   b. Finish high school only
   c. Technical, nursing or business school
   d. Some college
   e. Graduate from college
   f. Professional school
   g. Don't know
   h. Not living with parents

4. How far do YOU want to go in school?

   a. I don't want to finish high school
   b. I want to finish high school only
   c. I want to go to technical, nursing or business school after high school
   d. I want college training
   e. I want to graduate from college
   f. I want to get military schooling
   g. I'm interested in apprenticeship

5. Are you planning on some kind of post high school education?

   a. Definitely yes
   b. Probably yes
   c. Probably not
   d. Definitely not

6. If something happened and you had to stop school now, how would you feel?

   a. Very happy--I'd like to quit
   b. I wouldn't care one way or another
   c. I would be very disappointed
   d. I'd try hard to continue
   e. I would do almost anything if I could stay in school

7. How good a student do you want to be in school?

   a. One of the best in my class
   b. Above the middle of my class
   c. In the middle of my class
   d Just good enough to get by
   e. I don't care

8. On an average school day, how much time do you spend studying outside of school?

a. None, or almost none
b. About one hour a day
c. About 1-1/2 hours a day
d. About two hours a day
e. About three hours a day
f. Four or more hours a day

9. During the last school year, did your ever stay away from school just because you didn't want to come? (Consider the entire school year.)

a. No, never
b. Yes, for 1 or 2 days
c. Yes, for 3 to 6 days
d. Yes, about 7 to 15 days
e. Yes, for 16 days or more

10. How bright do you think you are in comparison with the others in your class?

a. Among the brightest
b. Above average
c. Average
d. Below average
e. Among the lowest

HOW DO I FEEL ABOUT LIFE?

1. When comparing myself with other people my age, I think:

   a. Most people are better than I
   b. I am as good as anyone
   c. I am better than most people
   d. We are all about equal

2. I think life is:

   a. Fun and exciting B. Boring c. Will be better when I'm older

3. The best things in life are (circle as many things as you like)

   a. Parents b. Friends c. Sports d. School
   e. Pets f. Church g. Other _____

4. I think life is for:

   a. Making myself happy
   b. Making others and myself happy
   c. Making others happy
   d. Growing up and working and raising a family
   e. Making money
   f. Doing whatever I want to do

5. Life would be better if (circle as many as you want to):

   a. I had more money
   b. I were older
   c. I had more friends
   d. People would worry about others more than about themselves
   e. There were more hours in the day
   f. I could travel more
   g. I didn't have to go to school
   h. I could leave home
   i. People would just leave me alone
   j. My parents would listen to me
   k. People would stop telling me what to do
   l. I could do whatever I wanted

6. I like (circle as many as you wish):

   a. My parents b. My brothers c. My sisters
   d. Where I live e. Our house f. This school
   g. Most of my friends h. Someone I wish were my friend

7. To make a living, I would like to be a _____

8. To most important occupation for a person today is:

   a. Doctor b. Lawyer c. Teacher d. Construction worker
   e. Engineer f. Scientist g. Farmer h. Businessman
   i. Soldier j. Electrician Other _____

9. The most important reason for choosing one job over another is:

   a. To choose the one that pays the most.
   b. To choose the one that you like--even if it pays less
   c. To choose whatever is available when you are looking

10. It is important to me to have friends. YES_____ NO_____

11. My best friend is_____

12. My friends are always honest_____

13. My friends sometimes act kind of silly_____

14. My friends are smarter than I am_____

15. My friends are not as smart as I am_____

HOW DO I FEEL ABOUT SUCCESS?

CIRCLE THE LETTER THAT BEST DESCRIBES YOUR FEELINGS:

1. People who accept their condition in life are happier than those who try to change things.

   a. Agree b. Not sure c. Disagree

2. Good luck is more important than hard work for success.

   a. Agree b. Not sure c. Disagree

3. Every time I try to get ahead, something or somebody stops me.

   a. Agree b. Not sure c. Disagree

4. If a person is not successful in life, it is his own fault.

   a. Agree b. Not sure c. Disagree

5. Even with a good education, I'll have a hard time getting the right kind of job.

   a. Agree b. Not sure c. Disagree

6. I would make any sacrifice to get ahead in the world.

   a. Agree b. Not sure c. Disagree

7. If I could change, I would be someone different from myself.

   a. Agree b. Not sure c. Disagree

8. I sometimes feel that I just can't learn.

   a. Agree b. Not sure c. Disagree

9. I would do better in school work if teachers didn't go so fast.

   a. Agree b. Not sure c. Disagree

10. People like me don't have much of a chance to be successful in life.

    a. Agree b. Not sure c. Disagree

11. The tougher the job, the harder I work.

    a. Agree b. Not sure c. Disagree

12. I am able to do many things well.

    a. Agree b. Not sure c. Disagree

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Ranking Values

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To recognize that an individual has an internal value ranking system.

TIME: 1 period

MATERIALS: List of Values

PROCEDURES:

1. Give students a list of values to rank.
   Sample list: Health
   Family Involvement
   Money/Wealth
   Security
   Helpfulness/Social Responsibility
   Recognition/Achievement
   Independence
   Companionship/Friendship
   Adventure
   Influence
   Knowledge
   Imagination
   Emotional Strength
   Physical Strength
   Honesty
   Faith/Religious Beliefs
2. When rankings are completed, form small groups (three to four people to discuss the rankings.

   - Discuss the difficult choices. Why were they particularly difficult?
   - Discuss the easier choices. Why were they easier?
   - Could other circumstances change the way you rated these values?
   - Did you expect others to rate their values differently than you? How do you feel about those who did? Why?
   - Are there other values you feel are important which were not included?

3. Rank the values as a member of the other sex. Then discuss these results and compare them to those of several people of the other sex.

   - If there are differences, what do you think the causes might be?
   - How do these results affect your feelings and attitudes about the other sex?

4. Rank the values as a best friend would rank them. Then discuss these results and compare them to their friend's results.

   - How do these appear to be a basis for the friendship?

5. Rank the values as a parent/parents/guardian would rank them. Then discuss these results and compare them to their original results.

   - The learners can have their parents rank the values which they can then use as a comparison.
   - Do the differences cause conflicts?
   - How do these enhance and hinder your relationship?

6. List and rank the roles they think their parents see them in, that their friends see them in, their siblings, their teachers, etc. Then discuss the results.

7. Other discussion topics may be:
   What roles do other (parents/friends/siblings/teachers/etc.) see you in?

   Which of these would you agree and disagree with? Why?

   Do the roles you disagree on cause difficulties between you and these other people?

   How do the roles you agree on affect your relationship with these people?

CAREER GUIDANCE ACTIVITY

TITLE: Sex Role Awareness

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To work towards breaking down traditional sex roles and to present an awareness of stereotyping in the media.

TIME: Daily Activities

MATERIALS: Magazines, Textbooks, Newspapers, Fiction Books, Advertisements, Television and Movie Reviews.

PROCEDURES:

After clarifying, discussing, and defining the term "sex role," divide the large group into four smaller groups. The purpose of the individual groups is to survey sex roles in one of the following media choices:

Television:	programming and commercials
Magazines:	articles, stories, and advertisements
Textbooks:	preschool, primary, and secondary levels
Fiction books:	science, fiction, romance, adventure and mystery novels (reviews and recently read books could be used)

The learners can then begin to collect data. Allow them several days to do this and then, as a group, formulate a statement about the representation of females and males in their area. Each group can then present what they have found to be an overall picture of each sex, as it is represented in their area.

Following the presentations, the total group can take part in a discussion about the results.

PHASE 1:

Allow the small groups time to develop the procedure they plan to use to make up a form on which they will record their information, and to make a trial run. The following is a list of information which could be expanded and collected.

sex of the prime character
the number of each sex represented
clothes and appearance of these characters
feelings and emotions of the same
how the characters deal with conflicts
and/or problems
activities performed by or duties of
each sex
products represented (ads only)

PHASE 2:

When the form is developed and the trial run is complete, the groups can evaluate the format of their form and make any changes they think of.

DISCUSSION:

-How do the media images match or mismatch your findings?

-How might these media roles and/or stereotypes affect young children? Adolescents? Adults?

-Discuss the ways sex roles are learned.

-Discuss possible methods of changing any inappropriate representation of women and men in the media.

CAREER GUIDANCE ACTIVITY

TITLE: The Closed-Mind Attitude

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To recognize responses and attitudes of others and how to respond.

TIME: 1 Period

MATERIALS: Speaking Handout (8-1.4.a)

PROCEDURES:

Present handout and have each student read it silently. Then have students read one statement at a time emphasizing the underlined words discussing each as they are read.

DIRECTIONS: Read each line aloud putting accent on every word enclosed in a square. NOTE how the meaning of the sentence varies with the stress you put on different words--although the same words are said every time. Often your vocal tones are not saying the same thing your words are saying:

THE CLOSED-MIND ATTITUDE

I DON'T CARE WHAT YOU THINK!

I DON'T CARE WHAT YOU THINK!

I DON'T CARE WHAT YOU THINK!

I DON'T CARE WHAT YOU THINK!

I DON'T CARE WHAT YOU THINK!

I DON'T CARE WHAT YOU THINK!

CAREER GUIDANCE ACTIVITY

TITLE: Influences on Job Choice

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To identify factors that influence thinking about a career.

TIME: 1 period

MATERIALS: Influences on Job Choice Handout (8-1.5.a)

PROCEDURES:

1. The teacher and students will discuss factors that influence a person's choice of occupation. Some of the main factors to be considered will be: interests, values, abilities, aptitudes, influence of family and friends, experiences, and financial situation of a person making a job choice.

2. The teacher will present the "Influence of Job Choice" sheet to the students.

3. The students will complete the sheets to identify factors of influence on their own career choices.

4. This information is to be used for classroom activities but kept confidential (not filed in permanent records).

INFLUENCES ON JOB CHOICE 8-1.5.a

HOBBIES AND INTEREST

One of my hobbies or interests is:_____

What kind of actual duties do you do in this interest?_____

What career might this interest develop into?_____

ABILITIES:

Something that I can do really well is:_____

I learned this ability by_____

Three careers that make use of this ability are:_____

FAMILY OR FRIENDS:

A person who has great influence on me is:_____

The kind of individual this person wants me to be is:_____

A career that would allow me to be the individual I want to be is:_____

VALUES:

One of the values that I believe in is:_____
Because of this value I would never choose the career of_____

APTITUDE:

A school subject that I am good at is:_____
Three careers that need this background are:_____

PERSONAL EXPERIENCES:
An experience that I have had that has influenced me positively is:_____

Because of these experiences I know I would not want a career as a_____

Because of these experiences I might consider a career as a_____

FINANCIAL SITUATION: Check ( ):

____I will need to support myself immediately after high school.
____I will have sufficient money to further my education.
____I want to go immediately to work after high school.

Considering my financial situtation, two careers of interest to me are:
1._____
2._____

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION:

1. Making choice on popular appeal or glamour.
2. Making choices on salary paid or social prestige.
3. Making choice on incomplete information or outright misinformation.
4. Trying to please or satisfy parent or close family friend.
5. Inability to choose between two unrelated occupations.
6. Failing to consider opportunities for employment.
7. Failing to consider previous work experience.
8. Failing to recognize own abilities, interests, or health.
9. Failing to consider cost of training or education.
10. Failing to examine a wide variety of occupations.

CAREER
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PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 8

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK

Suggested Activities Grade 8

8-2.1 Identifying Influences on Three Career Choices
8-2.2 Title IX--Your School
8-2.3 8th Grade Career Small Group Interview
8-2.4 Catolog Order Form
8-2.5 Career Information System
Key Characteristics of Occupations
8-2.6 Budgeting

CAREER GUIDANCE ACTIVITY

TITLE: Identifying Influences on Three Career Choices

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To identify factors that influence the lives of people.

TIME: 2 periods

MATERIALS: Identifying Influence on Three Career Choices Handout (8-2.1.a) and accompanying chart (8-2.1.b).

PROCEDURES:

1. The teacher and students will discuss factors that influence a person's choice of occupation. Some of the main factors to be considered will be: interest, values, abilities, aptitudes, influences of family or friends, experiences, and financial situation of a person making a job choice.

2. The teacher will present the "Identifying Influences on Three Career Choices" handout to the students and instruct them to fill-in the accompanying chart to identify specific influences in each person's life.

3. Each student will complete the chart for the three case studies.

4. The students will discuss the results of the charting.

Biography of Mary Naples

Mary is single, thirty two years old and teaches in a high school in Florida. She has worked for the school for 6 years, developing a program for the mentally retarded students. She feels very good about her work.

Mary was born in Italy but she and her crippled sister came to America 7 years ago. Mary takes care of her sister but still has sufficient time to be the sportswoman she is. She enjoys sailing, archery, hiking and other outdoor sports.

Biography of Jan Potter

Jan is twenty-five years old. She was divorced last year and seems to be adjusting to the situation fairly well. Because of the divorce, Jan, originally a native of the United States, moved to London, England to start a new life.

Jan works as a secretary and is often praised by her boss for her good work. Her responsibilities include typing, filing, answering the phone, and preparing monthly reports.

Jan is the mother of two girls, ages three and five. She has enjoyed taking care of children since her babysitting days in junior high; she gets a great amount of pleasure from them. She believes deeply that children need lots of parent attention. She spends her time working to support herself and the girls or at home.

Biography of Harold Landry

Harold is in his fifties, married, and has no children. Because they have no children, Harold and his wife have a very close relationship and have spent much time decorating their home and yard to be an example of beautiful modern living.

Ten years ago Harold began his own electrical business. His success is shown by several expansions of his business and hiring of more and more workers over the years.

When Harold was young, he learned the skill of carpentry. He loves to make things with his hands. In his spare time he builds houses and is now on his second one in eight years. He has designed each house, buys the materials, and does most of the work himself.

Harold serves on the City Planning Commission. He is an active member of the Presbyterian Church. To keep in shape, Harold jogs during his noon hour and when he wakes each morning. Each year he takes part in a local walk-a-thon for Cancer, jogging 25 miles to earn money for a cause he supports.

IDENTIFYING INFLUENCES ON THREE CAREER CHOICES

	Interests	Values	Abilities	Aptitudes	Influences of Family and/or Friends	Experiences	Financial Situation
Mary Naples							
Jan Potter							
Harold Landry							

CAREER GUIDANCE ACTIVITY

TITLE: Title IX--Your School

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To provide a better understanding of Title IX and how it may influence careers.

TIME: 1 period

MATERIALS: None needed

PROCEDURES:

Present the following statement of Title IX to the learners and initiate discussion.

> No person in the United States shall, on the basis of sex, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

DISCUSSION:

How are things changing in your school system as a result of Title IX in:

- Class offerings
- Class structure
- Hiring practices
- Extra-curricular activities
- Budgeting
- Counseling
- Treatment of students
- Treatment of teachers

Are there any changes that need to be made in your school system?

Give examples of actions or policies that are now possible due to Title IX.

How might it affect your values? Those of the students in your school?

Do the Title IX guidelines foster the possibility of the growth of androgyny? If so, how? If not, why not?

CAREER GUIDANCE ACTIVITY

TITLE: Small Group Interview

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To introduce and carry out small group interviews.

TIME: 2 or more periods

MATERIALS: None needed

PROCEDURES:

1. Students Reasearch: Before formulating questions, students should learn something about the job by reading, viewing a film or filmstrip, or listening to a tape.

2. Preparation of Questions: The total class may brainstorm questions to be written on the board. After all of the questions have been asked, review them to eliminate similar questions, omit improper questions. A method for asking questions should be decided. Each student may ask his/her own questions, using the charts as a guideline.

3. Preparation of Community Representative: It is important to be clear about what you want to be accomplished in the interview. Tell the person what information the students want to know and the connection you may want made between the job and courses offered at high school. Ask him/her to bring tools, samples or work, uniforms, etc. Maintain contact with a follow-up letter or call confirming date, time and location.

CAREER GUIDANCE ACTIVITY

TITLE: Catalog Order Form

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To fill out an order form

TIME: 1 period

MATERIALS/PREPARATION:

1. Catalogs or brochures from department stores.
2. Order form (8-2.4.a)

PROCEDURE:

1. Students shop for holiday gifts for their families and friends through the mail order catalog.

2. Students write a business letter to accompany the form.

CATALOG ORDER

Same as above unless otherwise indicated here.

SHIP TO: _____

_____

_____

_____

DATE	SHIP VIA	TERMS
DATE REQUIRED	F.O.B.	RESALE NUMBER

QTY.	UNIT	PLEASE SUPPLY ITEMS BELOW	PRICE	AMOUNT

CAREER VOCATIONAL TECHNICAL EDUCATION
PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITY

TITLE: Name That Job

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To assist participants in identifying key characteristics of occupations.

TIME: 1 period

MATERIALS: CIS User's Handbook
CIS Occupational Information Printouts

PROCEDURES:

1. Write the name of an occupation on a 5 x 8 card. Use the CIS occupation list as a source. Make one card for each person in the group.

2. Place one card on the back of each participant.

3. The goal is for each participant to correctly guess the title on their back. They do this only asking questions that can be answered YES or NO.

4. All participants should circulate around the room asking one question per person until they have identified the occupational titles on their backs.

5. After most people have identified the titles, ask the entire group "What question were you asking?" List the questions on the blackboard. The list will contain many, if not all, the topics covered in the CIS occupational descriptions--inform the participants of this fact.

6. Have participants research, using CIS information, two occupations they saw during the exercise that they would like to learn more about.

CAREER GUIDANCE ACTIVITY

TITLE: Budgeting

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To provide a student with a fairly realistic life situation which will show the need for budgeting and a constant income.

TIME: 2 weeks

MATERIALS: Newspaper classified ads, mail order catalogs, project forms.

PROCEDURES:

1. Students are to select a career and fill in appropriate forms.
2. Students use classified ads to find apartment and fill in forms.
3. Using the newspaper ads and catalogs, fill in budget pages.
4. Combine material onto final page.

Extention. This activity can be used in conjunction with an activity included under Goal 4 (8-4.4) Designing a Dream House, and used with (8-4.6) Building Your Dream House.

CAREER SELECTION WORKSHEET

Position _____ Income per month $ _____

Address _____

Distance from residence _____

Required preparation training, experience, and education _____

_____

_____

_____

_____

Responsibilities _____

_____

_____

_____

Chances for advancement _____

_____

_____

_____

_____

BUDGET

MONTHLY INCOME

Salary _____ $_____

Withholding

Federal Income Tax	$_____
Oregon Income Tax	_____
Social Security	_____
Retirement	_____
Medical	_____
Savings	_____
Other deductions	_____
SubTotal Withholdings	_____

Salary (Gross Monthly Income) $_____
Withholdings _____
What is left? (Net Income--Take Home Pay) $_____

Address of Residence _____
Monthly Rent _____ $_____
Description of Residence _____

Move in Costs:

1st Month's Rent	$_____
Last Month's Rent	_____
Cleaning Deposits	_____
Pet Deposit	_____

Total Move in Costs _____ $_____

Utilities:

Electricity	$_____
Heat	_____
Telephone	_____
Garbage	_____

Total Monthly Utilities _____ $_____

Clothing

Item	Cost
	$
	$
	$
	$
TOTAL	$

Furniture

Item	Cost
	$
	$
	$
	$
	$
	$
TOTAL	$

Entertainment

Eating out	$
Movies	$
	$
	$
TOTAL	$

TRANSPORTATION

Monthly Payments	$
Gas	
Insurance	
Maintenance (oil, tires, repairs)	
TOTAL	$

FOOD - Daily costs:

Breakfast	$
Lunch	
Dinner	
Snacks	

Daily total $_____ x 7 = $_____ x 4 = Monthly total $_____

Budget

Housing	$
Food	$
Transportation	$
Clothing	$
Entertainment	$
Others	$
TOTAL LIVING COSTS	$
Net Income--Take Home Pay	$
Living Costs	$
What is left?	$

CAREER
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CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 8

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES

Suggested Activities Grade 8

8-3.1 Assessing Attitudes About Life Roles and Stereotyped Roles
8-3.2 Needle-Sort Kit
8-3.3 Career Occupational Preference System Intermediate Inventory (COPS II)
8-3.4 You and Your Abilities
8-3.5 What I Believe In
8-3.6 Disney's Career Planning Program
8-3.7 Learning Style--Rx for Mathophobia
8-3.8 Work in the Future and My Summer Plans

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Assessing Attitudes About Life Roles and Stereotyped Roles

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To provide students an opportunity to assess their own attitudes and compare with others.

TIME: 1 period

MATERIALS: Questionnaire on Self-Awareness Handout (8-3.1.a) one per student

PROCEDURES:

1. Have students fill out the "Questionnaire on Self-Awareness".
2. Break the class into smaller groups to discuss their answers.
3. Assist students in identifying responses that were made that would
   (a) fit traditional stereotype roles
   (b) those that would not be classified as traditional answers.

Student Name_____ Date_____ 8-3.1.a

QUESTIONNAIRE ON SELF-AWARENESS

Check either "yes," or "no," or "don't know." As you answer each question, use either the male or female in your consideration depending on which you are.

	Yes	No	Don't Know
1. As a girl/boy in school, do you take yourself and your school work seriously?			
2. Are you thinking now about how your classes will be of help to you in the future?			
3. Are you worried about whether or not boys/girls will like you if you appear to be a "brain" and get good grades?			
4. Would you like to see some changes in social customs-boy-girl relations-such as girls asking boys for dates, going "dutch" on expenses when dating, etc.?			
5. Do you think it is as important for girls to plan for future careers as it is for boys to do so?			
6. Do you see yourself accomplishing notable, or helpful things in the future to leave some mark in your world?			
7. Do you plan marriage and family for the future?			
8. If you marry and have children, do you plan to have a career and care for your family?			
9. If you marry, do you think it necessary to have children?			
10. Do you think your husband's/wife's work and interest should come before yours?			
11. Do you think you will be a failure if you do not marry?			
12. Would you like for your husband/wife to share in the household chores and in caring for the children?			
13. Do you believe that the husband or wife should be the "head of the home?"			
14. Would you be willing to work full time outside of the home to support the family if your husband/wife was willing to assume the housework?			
15. Would you like to have part-time working arrangements and houseworking arrangements shared with your husband/wife?			
16. Does your father or brother(s)-help with the housework?			
17. Are you determined to vote as soon as you are 18?			

A5
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
1.0 mm
1.5 mm
2.0 mm
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
PG

QUESTIONNAIRE ON SELF-AWARENESS
(CONTINUED)

	Yes	No	Don't Know
18. Is the career you have thought about for yourself a "traditional" male/female-type career?			
19. Is there any "untraditional" male/female-type career you have dreamed of but are afraid to plan and train for?			
20 Do you consider yourself to be an individual human being who has a right to choose her/his way of life without being forced to live in the "traditional" ways of men and women in the past culture?			

CAREER GUIDANCE ACTIVITY

TITLE: Needle-Sort Kit

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To enable small groups to identify occupations to explore.

TIME: 5 or more periods

MATERIALS: Needle-Sort Kits, CIS User's Handbooks, Extra Needle-Sort needles, Using QUEST with Samll Groups Worksheet (8-3.2.c)

PROCEDURES:

1. Schedule the delivery of the Needle-Sort decks. Call Cathy Williams at Madison High School Career Center.
2. Divide the class into small groups.
3. Give each group a Needle-Sort deck, one needed per person and accompanying worksheets.
4. Have group members review the worksheet questions and instruct them to answer the questions as they go through QUEST.
5. Demonstrate how to use the Needle-Sort deck.
6. Have each small group equally divide the Needle-Sort cards among members of the group.
7. Have each group member answer all the QUEST items using the mini set of Needle-Sort cards.
8. Have each group discuss regarding what individuals have learned about selecting occupations.
9. Lead a large group discussion regarding what individuals have learned about selecting occupations.
10. Assign another CIS career development activity to enable the individuals to obtain information about the occupations they have identified.

NOTE: See sample in Reference Section

Career Information System (CIS) is for students to use as they begin to make their career plans. By thinking about their own likes and abilities, students can use QUEST to find occupations that use those same likes and abilities, and can get some ideas about occupations to explore further.

Distribute a User's Handbook to each student. Have them put their first and last names on the bottom of the Handbooks. It is now time to begin QUEST.

Students should be reminded to be honest with themselves as they answer the QUEST questions. To use QUEST, the students will read each question and mark their answer by circling the code word across from their response. When all 21 questions have been answered, the students should write down four occupations they have been considering.

Using groups of two or three, the students are now ready to sort the cards. However, only one student at a time can sort; the others take the role of commenting on the various job titles as they fall out. Have the student using the deck look at Question 1. If there is a number to the right of the circled code word, find the card hole withthe same number. (Example: If NO (1) is circled, find hole 1.) Push the cards as far to the right of the box as they will go. Put the needle in that hole. Hold the needle level. Lift and shake the deckof cards, making sure all of the loose cards drop out. The observerscan look over the dropped cards and place them in a pile off to the side. If the answer does <u>not</u> have a number beside it, skip to the next question. An answer without a number does not drop any job titles.

Another type of information available is PROGRAMS OF STUDY AND TRAINING. It gives information on programs of study and training throughout Oregon. These programs are offered in over 200 private vocational schools, colleges, community colleges, and universities and range from a few weeks to several years.

Each program of study is divided into three sections. The firstsection gives a general description of the program. Section two lists the Oregon schools by region that offer the program and gives the approximate cost. The last section has information on transfer programs when they exist.

To find this information, the program number must be found. Use the User's Handbook pages 19-24, or the Programs of Study and Trainingbook pages iii-viii, and find each program in the alphabetical listing. The program number is to the left of each entry. This is the numerical order in which the programs are listed.

Other information in this book is available, such as financial aid programs and bibliography of books on out-of-state schools.

The last type of information available in the CIS material concerns OREGON SCHOOLS. This answers questions about programs, size, costs, admission requirements, housing, and services of more than 200 public and private colleges and universities, community colleges, and private vocational schools.

There are two volumes of OREGON SCHOOLS. Volume I contains information about public and private two- and four-year colleges and universities. Volume II contains information about schools in business, real estate, mechanical technology, hair design, and many other fields.

1. What are two occupations that remained on your needle and also remained on another group member's needle that you are interested in?

2. Why do these two occupations seem interesting to you?

3. What are two occupations that remained on a group member's needle that did not remain on your needle that seem interesting to you?

4. Why didn't these two occupations remain on your needle?

5. What occupations stayed on your needle that you never knew about before?

6. What are three occupations that stayed on a group member's list that you never knew about before?

7. List all the occupations that remained on your needle.

CAREER GUIDANCE ACTIVITY

TITLE: Career Occupational Preference System--Intermediate Inventory

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To provide an activity sheet that will help a student explore methods of entry into specific activities and curriculum related to career clusters.

TIME: 1-2 periods

MATERIALS: COPS Materials

PROCEDURES:

1. Give COPS II booklet to each student.
2. Walk students through the first several pages, then help individuals as needed throughout the room.

NOTE: See sample in Reference Section.

CAREER GUIDANCE ACTIVITIES

TITLE: You and Your Abilities

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To acquaint students with variety of abilities they possess and that they may be useful in a chosen occupation.

TIME: 2 periods

MATERIALS: You and Your Abilities Handout (8-3.4.a)

PROCEDURES:

1. Give each person a "You and Your Abilities" inventory.
2. After they have completed the inventory, individuals may share what they discovered about some of their abilities. Do this in small groups or the full class, as you choose.
3. They may discuss such things as becoming aware of multiple abilities, or whether they discovered an area in which many of their abilities were focused, etc.
4. How may these abilities relate to career interest?
5. Other discussion as it develops.

YOU AND YOUR ABILITIES INVENTORY 8-3.4.a

Here is a series of questions intended merely to help you to discover yourself: If you end up with more "yes" than "no" responses for any group of questions, you may assume that this area is probably one in which you are likely to shine--or at least one you should investigate further.

	Yes	No
1. Do you learn rapidly and easily?	___	___
2. Do you reason things out for yourself?	___	___
3. Do you see relationships between what you learn and what you have previously learned?	___	___
4. Do you remember what you heard or read without much effort?	___	___
5. Do you have a large vocabulary which you are able to use easily and accurately?	___	___
6. Do you read the books read by most of your classmates?	___	___
7. Do you have the ability to solve difficult mental problems?	___	___
8. Do you ask intelligent questions?	___	___
9. Do you have a wide range of interests or hobbies?	___	___
10. Do you figure out original ways of doing things?	___	___
11. Do you have knowledge of a particular field far in advance of your classmates?	___	___
12. Do you have a mind which is alert, observant, and quick to respond to new situations?	___	___

Because science plays such a big role in the world today and there is renewed emphasis on scientific subjects in the schools, ability in this area is becoming increasingly important for academic success. Here are some questions about your ability in the area of science.

	Yes	No
1. Do you have an understanding of mathematics far in advance of most people in your class?	___	___
2. Do you have a clear understanding of logical relationships?	___	___
3. Do you have especially good eye-hand coordination?	___	___
4. Do you spend time far beyond that required for an assignment on a subject of special interest to you?	___	___
5. Do you have the ability to continue working on a project or experiment in spite of repeated failures?	___	___
6. Do you want to know the causes and reasons for things which happen?	___	___
7. Do you spend a great deal of time on special projects, such as construction of a radio or phonograph, or making a telescope?	___	___
8. Do you read scientific literature and find satisfaction in thinking about and discussing scientific inventions, discoveries, or events?	___	___

General Creative Ability

Some people are endowed with the ability to think creatively, originally. They are the ones responsible for varied aspects of our progress--social, scientific and cultural.

Musical Talent	Yes	No
1. Do you have an exceptionally good voice? Do other people regularly ask you to sing, and do they express enjoyment when they hear you?	___	___
2. Do you have advanced training in singing, or in playing a musical instrument?	___	___
3. Do you perform in an organized musical group?	___	___
4. Are you very interested in musical performance--vocal or instrumental?	___	___
5. Are you willing to practice intensively in order to perfect the talent you have?	___	___
6. Have you, in the opinion of a competent judge, musical talent far above that of most persons?	___	___

Persuasive Ability

Another ability which plays an important part in your life may be called "the power of persuasion." It is probably a combination of physical, mental, and personality traits which enables certain people to perform successfully as courtroom lawyers, political debaters, or salesmen. It adds up to the ability to move someone to action, whether that action is to buy a magazine subscription or to vote for a presidential candidate. The power to persuade may show up in your ability to win a debate, or sell a hostile housewife a brush which will groom the family's cocker spaniel. Persuasive ability is measured by how effective one is in selling a product or an idea to other people.

	Yes	No55
. Are you good at selling things?	___	___
2. Are you good at making your points in a discussion?	___	___
3. Are you good at debating?	___	___
4. Are you good at persuading friends, classmates, or members of your family to do something you feel should be done?	___	___
5. Are you good at getting people to carry out their jobs on committees or in other group projects?	___	___

Physical Skills

These are the skills which are represented by your ability to do things requiring strength, coordination, and endurance. Physical ability usually is immediately evident in gym class or on the playing field or in the swimming pool. You usually know when you are good, and it's no secret to the members of your class, either. At any rate, here are some questions which will verify what you know about your physical skills.

	Yes	No
1. Do you have a great deal of energy and require considerable exercise to be happy?	___	___
2. Do you enjoy participating in highly competitive games?	___	___
3. Do you have a reputation as an outstanding performer in one or more competetive sports?	___	___
4. Do you like outdoor sports, hiking, and camping?	___	___

They are the "idea" people, and the fruits of their creativity may blossom in industry or science, or in art or writing or drama or music. The creative person may invent something entirely new, or design a building, or paint a masterpiece. Leonardo da Vinci did all three. But he was unusual. Most of us would be glad to excel in any one area. Answer the questions below to see whether you may be hiding some creative light under a bushel.

	Yes	No
1. Are you the kind of person who is likely to have new ideas on many subjects?	___	___
2. Are you the kind of person who invents things or creates original stories, essays, plays, poems, tunes or sketches?	___	___
3. Are you the kind of person who can use materials, words, or ideas in original ways?	___	___
4. Are you the kind of person who sees flaws in methods or procedures and can suggest better ways of doing things?	___	___
5. Are you the kind of person who experiments with new methods or ideas?		
6. Are you the kind of person who is flexible and open-minded; changes his mind if necessary; is not afraid of new ideas?	___	___

Artistic Talent

	Yes	No
1. Do you enjoy drawing or painting	___	___
2. Do you usually choose a subject, technique, or composition different from those most students select?	___	___
3. Do you have some kind of artistic performance as a hobby?	___	___
4. Do you use art as a means of expressing your feelings or reactions?	___	___

	Yes	No
5. Do you feel an interest in other people's art work? Do you appreciate, criticize, and learn from it?	___	___
6. Do you like to model clay, carve, or produce other kinds of three dimensional art?	___	___
7. Do you produce pictures, designs, or objects which other people (particularly those competent to pass discriminating judgment) admire?	___	___

Dramatic Talent

	Yes	No
1. Are you able to use your speaking voice effectively to reflect changes in mood or action?	___	___
2. Are you able to shift into the personality of the character you are trying to represent?	___	___
3. Are you able to produce a desired effect on an audience, and elicit their applause and appreciation?	___	___
4. Are you able to communicate feelings by means of facial expression, gestures, and movements?	___	___
5. Are you able to dramatize your feelings and experiences?	___	___
6. Are you able to mimic or imitate others successfully?	___	___
7. Are you able to win the praise of competent judges on dramatic performance?	___	___

CAREER GUIDANCE ACTIVITY

TITLE: What I Believe In

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To discuss and select 3 important personal values.

TIME: 1 period

MATERIALS: What I Believe In Handout (8-3.5.a)

PROCEDURES:

1. The teacher will present the concept of values as individual beliefs that each person develops out of personal experiences.

2. The students will name some values they hold to show they understand the concept.

3. (Optional) The teacher will read a story entitled "Who's to Blame?" from Values Clarification, by Simon, Howe, and Kirschenbaum and then instruct the students to rank-order from 1-4 the four characters in the story according to who they believe to be most villainous. Afterwards individual students discuss why they ranked the characters as they did. The teacher should point out the reason different students ranked the characters differently is because they have different values.

4. The teacher will present the sheet entitled "What I Believe In" to the students and instruct them to complete it.

5. On the sheets, students will identify the beliefs they feel they practice and some they feel are not characteristic. At the end of the activity, the students each identify three of the beliefs most important to them.

Put a circle around those values you feel you practice; draw a line through those that are not like you.

I BELIEVE IN...

being courteous
being tactful
winning
criticism being beneficial
moving ahead
showing gratitude
being prompt
impressing others
being friendly
showing love
following my religious beliefs
school pride
being fair
being happy
sharing
equality between races
being the best
having others look up to me
being helpful
having a good time
putting others first
getting good grades
being independent
being loyal
having insurance
dressing nicely
leading an exciting life
being secure
arguing
being complimentary
being a leader
being popular
trying everything once
improving myself
being well-known
being myself
having a good family life
being honest
wealth
being dependable
saving
showing enthusiasm

Choose 3 items from those circled that are most like you:

1. _____ 2. _____ 3. _____

CAREER GUIDANCE ACTIVITY

TITLE: Disney's Career Planning Program

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To view 12 filmstrips to provide students with an opportunity to learn about themselves, careers, and career planning.

MATERIALS: Disney's Career Planning Program

PROCEDURES:

1. The teacher will show the filmstrip and then supply students with corresponding spirit masters.

2. The teacher will follow the instructional procedures which accompany the filmstrip series.

SUPPLEMENTAL MATERIALS:

1. Introduction of guest speakers which correspond to each filmstrip title.

FILMSTRIPS:

Filmstrip 1. Introduction: Why Career Planning?
Purposes:
To introduce the concept of career planning.
To expose some of the misconceptions young people have about careers.
To help students focus on their own fears, attitudes and feelings about careers.

Filmstrip 2. How Careers Influence Lifestyles and (vice versa)
Purposes:
To provide students with a realistic, functional definition of a career.
To demonstrate that a career plan is a life plan.
To establish that career planning is a lifelong and exciting process.
To reassure students that career decisions are not irrevocable.

Filmstrip 2 (cont.)
To help students understand tht choosing a career is choosing a direction.
To stress the reasons for and the importance of keeping a career plan flexible.

Filmstrip 3. How to Begin Your Personal Career Plan
Purposes:
To help students understand that there are three basic kinds of schools.
To show the students how to make an inventory of their own skills.
To reinforce the fact that every individual has skills that are of value.
To demonstrate that skills are transferable to many career situations.

Filmstrip 4 Six Interest Areas: Where Do You Fit?
Purposes:
To help students understand that there are three basic kinds of skills.
To show the students how to make an inventory of their own skills.
To reinforce the fact that every individual has skills that are of value.
To demonstrate that skills are transferable to many career situations.

Filmstrip 5 Career Clusters: Understanding the Options.
Purposes:
To introduce and show students how to use the concept of career clusters.
To reinforce the importance of career planning, demonstrating what's at stake.
To illustrate that functional skills are transferable.
To encourage students to explore career areas they know little about.

Filmstrip 6 Career Interest Area #1: The Investigators.

Filmstrip 7 Career Interest Area #2: The Doers.

Filmstrip 8 Career Interest Area #3: The Influencers.

Filmstrip 9 Career Interest Area #4: The Helpers.

Filmstrip 10 Career Interest Area #5: The Organizers.

Filmstrip 11 Career Interest Area #6: The Creators.

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of an INVESTIGATOR strong in your personality? Answer the questions below and find out.

	Yes	No
1. Do you like to do jigsaw puzzles?	___	___
2. Do you like to read scientific books and magazines?	___	___
3. Are you usually curious about how things work?	___	___
4. Are math and science among your better subjects?	___	___
5. Can you work on a problem for a long period of time until you find a solution?	___	___
6. Do you enjoy helping friends with their problems?	___	___
7. Do you enjoy working alone?	___	___
8. Are you always looking for better ways to do things?	___	___
9. When someone tells you something can't be done, do you often find yourself wanting to find a way to do it?	___	___
10. If you are putting something together and a part is missing, do you find something to take its place?	___	___
11. Do you enjoy mystery books and mystery shows on TV?	___	___
12. Do you like to do research?	___	___
13. Do you enjoy working with figures?	___	___
14. Would people describe you as a patient person?	___	___
15. Can you explain complex things clearly to others?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to INVESTIGATORS. Here are some possibilities to get you started.

a. Economist	f. Mathematician	k. X-ray Technician
b. Physician	g. Computer Programmer	l. City Planner
c. Optometrist	h. Police Detective	m. Veterinarian
d. TV Repair Technician	i. Tool Designer	n. Phsychologist
e. Administrator	j. Weather Observer	o. Coroner

To be used with filmstrip #6, The Investigators.

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of a DOER strong in your personality? Answer the questions below and find out.

		Yes	No
1.	Do you have manual dexterity; do you work well with your hands?	___	___
2.	Do you prefer to work outdoors?	___	___
3.	Do you enjoy working with tools?	___	___
4.	Do you enjoy working on mechanical things, motors, taking them apart and putting them back together?	___	___
5.	Do you enjoy working with animals or plants?	___	___
6.	Would you prefer a job that required physical activity rather than one that would keep you behind a desk?	___	___
7.	Do you like to participate in sports?	___	___
8.	Is keeping in good physical shape important to you?	___	___
9.	Are math and shop and physical education among your better subjects?	___	___
10.	Can you follow directions for assembling things, blueprints for building things?	___	___
11.	Do you enjoy operating heavy equipment?	___	___
12.	If someone demonstrates how to operate equipment, do you seem to learn quickly?	___	___
13.	Can you do precision work, intricate sewing, detailed shop work?	___	___
14.	Do you like to work with people as part of a team?	___	___
15.	Do you tend to understand things more quickly from drawings or pictures than from words?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to DOERS. Here are some possibilities to get you started.

a. Forester
b. Radio Operator
c. Mining Engineer
d. Jeweler
e. Tree Surgeon
f. Typesetter
g. Ship's Pilot
h. Tailor/Seamstress
i. Machinist
j. Surveyor
k. Electrician
l. Fish & Game Warden
m. Locksmith
n. Piano Tuner
o. Dental Technician

To be used with filmstrip #7, The Doers.

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of an INFLUENCER strong in your personality? Answer the questions below and find out.

		Yes	No
1.	Do you like to debate?	___	___
2.	Have you even been elected to a club or association office?	___	___
3.	Do you enjoy selling things?	___	___
4.	Do you tend to take charge at meetings or gatherings?	___	___
5.	Are English and Social Studies among your better subjects?	___	___
6.	Do you enjoy working with people?	___	___
7.	When you go into a classroom, do you usually sit towards the front of the room?	___	___
8.	Do you like to do crossword puzzles?	___	___
9.	Do you have strong writing skills?	___	___
10.	Do you often find yourself the spokesperson for a group or cause?	___	___
11.	Do you like to read?	___	___
12.	Are you considered a good communicator?	___	___
13.	Are you strongly motivated by money or prestige?	___	___
14.	Have you ever thought about going into business for yourself or becoming head of a large corporation?	___	___
15.	Do you enjoy public speaking?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to INFLUENCERS. Here are some possibilities to get you started.

A. Salesperson	f. Radio TV Announcer	k. Office Manager
b. Judge	g. Personnel Recruiter	l. Banker
c. Florist	h. Market Analyst	m. Politician
d. Contractor	i. Government Official	n. Insurance Underwriter
e. Copywriter	j. Administrative Ass't	o. Restaurant Manager

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of a HELPER strong in your personality? Answer the questions below and find out.

		Yes	No
1.	Do you like to work with people?	___	___
2.	Do you enjoy doing volunteer work?	___	___
3.	Do you like to make new friends?	___	___
4.	Do your friends often come to you to help them solve their problems?	___	___
5.	Do you enjoy writing letters?	___	___
6.	Do you like to show people how to do things, teach them?	___	___
7.	Do you enjoy parties, going to them, giving them?	___	___
8.	Are English and social studies among your better studies?	___	___
9.	Are you considered a good judge of character?	___	___
10.	Do you feel competent dealing with people older than yourself?	___	___
11.	Do you enjoy being a member and participating in club activities?	___	___
12.	Is doing well a stronger motivation for you than money?	___	___
13.	Are you good at explaining things to people?	___	___
14.	Do you like to work behind the scenes to make things happen?	___	___
15.	Are you concerned about people and their welfare, even strangers?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to HELPER. Here are some possibilities to get you started.

a. School Teacher	f. Social Worker	k. Historian
b. Minister	g. Nurse	l. Therapist
c. Business Agent	h. Librarian	m. Building Superintendent
d. Service Manager	i. Funeral Director	n. Personnel Director
e. Counselor	f. Claims Adjuster	o. Extension Agent

To be used with filmstrip #9, The Helpers.

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of an ORGANIZER strong in your personality? Answer the questions below and find out.

		Yes	No
1.	Do you enjoy keeping records, filing things away neatly?	___	___
2.	Do you prefer to work with data and information as opposed to working with people?	___	___
3.	Do you carry out instructions efficiently, enthusiastically?	___	___
4.	Do you enjoy following through on other people's ideas and attending to details?	___	___
5.	Are you observant, quick to recognize differences and similarities?	___	___
6.	Do you take pleasure in helping people organize their work or their lives?	___	___
7.	Are math, typing, business English among your better subjects?	___	___
8.	Can you handle paperwork (filling out forms, making out reports) with speed and accuracy?	___	___
9.	Do you enjoy working with business equipment such as typewriters, calculators, adding machines, computers?	___	___
10.	Do you enjoy working in structured situations, adhering to a schedule or a routine?	___	___
11.	Do you usually tackle problems in a logical systematic manner?	___	___
12.	When you listen, do you hear accurately?	___	___
13.	Are you quick to spot mistakes in spelling or math?	___	___
14.	Do you make lists before you go on errands?	___	___
15.	Can you organize you time efficiently?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to ORGANIZER. Here are some possibilities to get you started.

a. Bookkeeper	f. Credit Manager	k. Business Teacher
b. Secretary	g. Payroll Clerk	l. Library Assistant
c. Proofreader	h. Reservations Clerk	m. Sales Correspondent
d. Estimator	i. Timekeeper	n. File Clerk
e. Controller	j. Finance Consultant	o. Adv. Time Buyer

To be used with filmstrip #10, The Organizers.

INTEREST-SKILLS SURVEY

We are all part Doer, part Helper, part Investigator, part Creator, part Influencer, part Organizer...but in each of us some of these things are stronger than others. To develop a good career plan it is important that you know where your strengths, in interests as well as skills, lie. Are the characteristics of a CREATOR strong in your personality? Answer the questions below and find out.

		Yes	No
1.	Do you like to use your imagination, your creativity?	___	___
2.	Do you like to develop new ideas, new approaches to things?	___	___
3.	If given a chance do you prefer to work in unstructured situations, choosing your own time and method of working?	___	___
4.	Do you have artistic, literary, or musical skills you enjoy using?	___	___
5.	Are you self-motivated, capable of setting your own goals, deadlines?	___	___
6.	Do you like to experiment, try new things?	___	___
7.	Are you stimulated by challenge, by trying to do something that has not been done before?	___	___
8.	Can you communicate ideas, feelings, through your music, art, or writing?	___	___
9.	Are you observant, sensitive to your environment and people?	___	___
10.	Can you take another person's idea and develop it or interpret it musically, artistically, or in words?	___	___
11.	Do you often make decisions intuitively rather than based on facts?	___	___
12.	Do events or comments by others often create pictures or words in your mind?	___	___
13.	Do you enjoy brainstorming ideas with others?	___	___
14.	Do you enjoy concerts, museums, the theater, or other expressions of creativity?	___	___
15.	Do you aspire to excellence in creative projects?	___	___

If you answered yes to 10 or more of these questions, then you might consider exploring some of the career possibilities suited to CREATORS. Here are some possibilities to get you started.

a. Journalist	f. Art Teacher	k. Entertainer
b. Architect	g. Fashion Illustrator	l. Public Relations Executive
c. Critic	h. Photographer	m. Music/Arranger
d. Editor	i. English Teacher	n. Actor/Actress
e. Advertising	j. Editor	o. Interior Designer

To be used with filmstrip #11, The Creators.

CAREER GUIDANCE ACTIVITY

TITLE: Learning Style-RX For Mathophobia

GRADE LEVEL: 8

OBJECTIVE OF ACTIVITY: To identify susceptibility to Mathophobia

TIME: 1 period

MATERIALS: Mathophobia Quiz, Mathophobia Scoring

PROCEDURES:

1. Give each student Mathophobia checkup.
2. Having completed check-up, score and share results in small group as desired.

Scoring for "Mathophobia Checkup"

Direction: Score your answers as below. Note that S (Sometimes) always scores 0.

1.	-1	+1	11.	-1	+1	21.	+1	-1
2.	+1	-1	12.	-1	+1	22.	+1	-1
3.	-1	+1	13.	+1	-1	23.	+1	-1
4.	-1	+1	14.	-1	+1	24.	-1	+1
5.	+1	-1	15.	+1	-1	25.	+1	-1
6.	-1	+1	16.	-1	+1	26.	-1	+1
7.	-1	+1	17.	+1	-1	27	-1	+1
8.	-1	+1	18.	+1	-1	28.	+1	-1
9.	-1	+1	19.	-1	+1	29.	-1	+1
10.	-1	+1	20	-1	+1	30	-1	+1

Prognosis and Prescription

a. Is your mathematics checkup negative or positive?
   Enter total number of plus scores
   Enter total number of minus scores
   Subtract number of minus scores from the number of plus scores

If your test is positive:
   You may have a "terminal" case of mathophobia or are on the verge of becoming an "inpatient".

If your test is negative;
   You are "ambulatory" and get around quite well in mathematics.

b. Your prescription
   Have your learning style in mathematics analyzed. It will probably save your life.

MATHOPHOBIA CHECK-UP

Directions: Check T is the statement is true, F if it is false, or S if it is sometimes true.

		T	F	S
1.	I don't like to go to math class.	—	—	—
2.	I like math.	—	—	—
3.	I have trouble finishing my math work.	—	—	—
4.	Math is my least favorite subject.	—	—	—
5.	It's easy for me to remember all those symbols and formulas in math.	—	—	—
6.	I don't like to ask my teacher questions in math.	—	—	—
7.	When I come into math class, I feel like turning around and leaving.	—	—	—
8.	I start a math test thinking I know the work and then do poorly.	—	—	—
9.	Taking tests and quizzes in math makes me nervous.	—	—	—
10.	I usually freeze on a math test and forget what I studied.	—	—	—
11.	I never finish a math test on time.	—	—	—
12.	I don't know where to go for help when I can't do the math work.	—	—	—
13.	At the end of a math test, I have time to review the problems.	—	—	—
14.	I usually don't expect to get good grades in math.	—	—	—
15.	I usually expect to do well in math.	—	—	—
16.	I worry a lot about finishing a math test.	—	—	—
17.	I do a good job on my math homework.	—	—	—
18.	I review my math work every day.	—	—	—
19.	I get so nervous when I take a math quiz that I don't remember how to do the problems.	—	—	—
20.	I have trouble remembering my math facts.	—	—	—
21.	I don't need extra help in math.	—	—	—
22.	I can usually solve math problems on my own.	—	—	—
23.	I usually finish my math work before the rest of the class.	—	—	—
24.	I become nervous when the math teacher calls on me to answer a question.	—	—	—
25.	I like to be called on in math for the answer to a problem.	—	—	—
26.	Math is hard for me to understand.	—	—	—
27.	I worry about my grades in math.	—	—	—
28.	I always do well in math class.	—	—	—
29.	Sometimes I think I'll never catch up with the work in math.	—	—	—
30.	I usually wait for the day before a math test to study.	—	—	—

CAREER GUIDANCE ACTIVITY

TITLE: WORK IN THE FUTURE AND MY SUMMER PLANS.

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To encourage students to think about careers and possible summer jobs or activities.

TIME: 1 period

MATERIALS: writing instrument
copies of attached sheets.

PROCEDURES:

Instruct students that they are going to think about their future in the world of work, and their upcoming summer.

Hand out the attached sheets, and ask students to complete. Have them share their sheets in small groups, or in a large group.

WORK IN THE FUTURE

1. In the future I would like to work (check one).

   a. indoors_____ outdoors_____
   b. at night_____ during the day_____
   c. with people_____ on machines_____
   d. with children_____ with adults_____ with animals_____
   e. sitting at a desk_____ standing on my feet_____
   f. wearing a uniform_____ without a uniform_____

2. I have thought about the following occupations:_____

   _____ because I am good at_____.

3. I will need the following training or education for this occupation.

   _____

   _____

   _____

4. An advantage of this occupation is_____

5. A disadvantage of this occupation is_____

6. Here is a picture of me working on my job.

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

PROGRAM GOAL 4

GRADE 8

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 8

8-4.1 What Are My Aptitudes?
8-4.2 Identification of Values
8-4.3 Forced Decision-Making to Clarify Values
8-4.4 Fallout Shelter Game
8-4.5 Building Your Dream House

CAREER GUIDANCE ACTIVITY

TITLE: What Are My Aptitudes?

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To rate student abilities.

TIME: 20 minutes

MATERIALS: Career Horizons Articulation to High School booklets, Pencil

PROCEDURES:

1. Students need their own booklet.
2. Explain the instructions to the students. (They will be doing the first part of Task No. 2)
3. Have students complete the aptitude wheel activity.
4. Discuss with the class how they can use the information from this activity.

What Are My Aptitudes

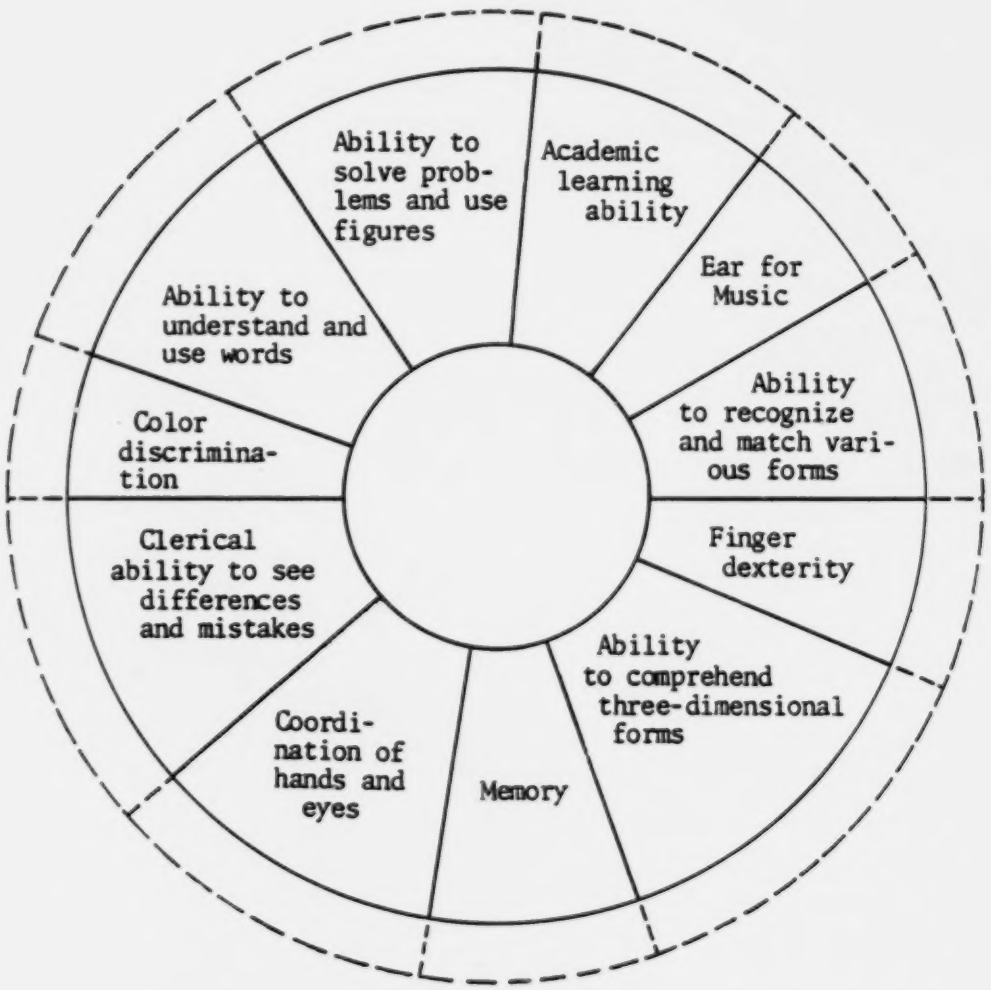
The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes, and will indicate your capacity for learning and doing different kinds of work.

Instructions for using the aptitude wheel:
Grade each of your abilities as you really feel you rate at present. Use the following scale, and place the grade within the broken circle above the appropriate trait.

5 - unusual amount
4 - above-average amount
3 - average amount
2 - below-average amount
1 - very limited amount

Be sure to put your name and date in the center of the wheel.

HANG ON TO THIS! It will be interesting for your to see how your self-assessment changes as your self-concept grows.


Ability to solve problems and use figures
Academic learning ability
Ear for Music
Ability to recognize and match various forms
Finger dexterity
Ability to comprehend three-dimensional forms
Memory
Coordination of hands and eyes
Clerical ability to see differences and mistakes
Color discrimination
Ability to understand and use words

CAREER GUIDANCE ACTIVITY

TITLE: Identification of Values

GRADE ELVEL: 8

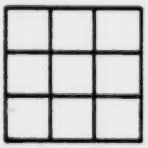
OBJECTIVES OF ACTIVITY: To explore values as they relate to the work world.

TIME: 45-60 minutes

MATERIALS: Duplicated sheets or paper for drawing 9 uniform boxes.

PROCEDURES:

1. Make up duplicate sheets which are divided into nine uniformly shaped boxes, i.e.:



2. In each of these boxes place the name or drawing of an object which can represent one or more value(s). Some examples:

   Grade report with A's
   Athletic medal or letter
   Twenty-dollar bill
   Poem or story you've written
   Car keys
   Valentine from someone special
   Aspirin
   Family picture
   The date of your 18th Birthday
   Letter or note from a friend

3. Have the learners rank the objects by placing a number in the right hand corner of the box.

4. When everyone has completed the ranking, the group can discuss the objects and the values represented by these objects.

   Once the discussion is completed, the learners can make adjustments in their ranking of the objects and make a record of personal discoveries, reactions and/or comments in their journals.

5. Discussion:

Was the ranking difficult? Why, why not?

Do all agree on the value implied by each object?

If there is disagreement, what are some reasons for it?

Does sex, cultural/ethnic background, parental influence, and peer influence affect your choices? How?

Is it important for you to define the value of the objects for yourself when ranking them?

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITY

TITLE: Forced Decision-Making to Clarify Values

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To develop increased skill in recognizing personal attitudes and their own values.

TIME: 45 - 60 minutes

MATERIALS: Sufficient copies of paired values for each student and scoring sheets.

PROCEDURES:

1. Have students complete the test.
2. Complete scoring.
3. Review results in groups or individually by journal entries.
4. Compare to other activities of a similar nature.

VALUES FORCED CHOICE INVENTORY*

Choose the statement in each pair which indicates your preference.
Circle the number preceeding it.

1- to plan so that I can be reasonably sure about the future.
12- to be recognized for doing things well.

3- to have knowledge about many things.
5- to have freedom to do things I want to do.

11- to have many desirable possessions.
12- to be recognized for doing things well.

6- to do new and different things often.
11- to have many desirable possessions.

7- to have some close friends.
10- to have things preplanned and organized.

6- to do new and different things often.
8- to spend time with my family.

3- to have knowledge about many things.
9- to do what is right according to my beliefs.

8- to spend time with my family.
10- to have things preplanned and organized.

4- to do things for my family, my friends, and others.
11- to have many desirable possessions.

10- to have things preplanned and organized.
12- to be recognized for doing things well.

2- to have influence with people.
11- to have many desirable possessions.

4- to do things for my family, my friends, and others.
10- to have things preplanned and organized.

2- to have influence with people.
12- to be recognized for doing things well.

4- to do things for my family, my friends, and others.
7- to have some close friends.

*Adapted from Hooks, 1975.

5- to have freedom to do things I want to do.
8- to spend time with my family.

2- to have influence with people.
3- to have knowledge about many things.

7- to have some close friends.
8- to spend time with my family.

5- to have freedom to do things I want to do.
12- to be recognized for doing things well.

3- to have knowledge about many things.
11- to have many desirable possessions.

6- to do new and different things often.
12- to be recognized for doing things well.

9- to do what is right according to my beliefs.
12- to be recognized for doing things well.

1- to plan so that I can be reasonably sure about the future.
10- to have things preplanned and organized.

3- to have knowledge about many things.
8- to spend time with my family.

5- to have freedom to do things I want to do.
6- to do new and different things often.

6- to do new and different things often.
10- to have things preplanned and organized.

1- to plan so that I can be reasonably sure about the future.
5- to have freedom to do things I want to do.

3- to have knowledge about many things.
6- to do new and different things often.

5- to have freedom to do things I want to do.
7- to have some close friends.

10- to have things preplanned and organized.
11- to have many desirable possessions.

2- to have influence with people.
4- to do things for my family, my friends and others.

8- to spend time with my family.
9- to do what is right according to my beliefs.

2- to have influence with people.
10- to have things preplanned and organized.

6- to do new and different things often.
9- to do what is right according to my beliefs.

1- to plan so that I can be reasonably sure about the future.
6- to do new and different things often.

3- to have knowledge about many things.
7- to have some close friends.

7- to have some close friends.
11- to have many desirable possessions.

2- to have influence with people.
7- to have some close friends.

4- to do things for my family, my friends and others.
9- to do what is right according to my beliefs.

5- to have freedom to do things I want to do.
11- to have many desirable possessions.

1- to plan so that I can reasonably sure about the future.
4- to do things for my family, my friends and others.

8- to spend time with my family.
11- to have many desirable possessions.

1- to plan so that I can be reasonably sure about the future.
7- to have some close friends.

3- to have knowledge about many things.
12- to be recognized for doing well.

1- to plan so that I can be reasonably sure about the future.
3- to have knoweldge about many things.

5- to have freedom to do things I want to do.
9- to do what is right according to my beliefs.

1- to plan so that I can be reasonably sure about the future.
3- to have knowledge about many things.

4- to do things for my family, my friends and others.
12- to be recognized for doing things well.

1- to plan so that I can be reasonably sure about the future.
9- to do what is right according to my beliefs.

7- to have some close friends.
12- to be recognized for doing things well.

8- to spend time with my family.
12- to be recognized for doing things well.

4- to do things for my family, my friends and others.
5- to have freedom to do things I want to do.

9- to do what is right according to my beliefs.
11- to have many desirable possessions.

1- to plan so that I can reasonably sure about the future.
2- to have influence with people.

9- to do what is right according to my beliefs.
10- to have things preplanned and organized.

6- to do new and different things often.
7- to have some close friends.

4- to do things for my family, my friends and others.
6- to do new and different things often.

2- to have influence with people.
5- to have freedom to do things I want to do.

4- to do things for my family, my friends and others.
8- to spend time with my family.

2- to have influence with people.
9- to do what is right according to my beliefs.

1- to plan so that I can be reasonably sure about the future.
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11- to have many desirable possessions.

3- to have knowledge about many things.
10- to have things preplanned and organized.

2- to have influence with people.
8- to spend time with my family.

3- to have knowledge about many things.
4- to do things for my family, my friends and others.

2- to have influence with people.
6- to do new and different things often.

SCORING FOR THE VALUES FORCED CHOICE INVENTORY*

1. Count the number of times you circled "1" on the test and insert the number counted in the blank to the left of the first statement below. Do this for each of the items.

2. Rank the items in the column to the right. Assign the number "1" to the item that you circled the most times, the number "2" to the item circled the second highest number of times, etc. In case of a tie, give the items the same rank number, but allow a full number count for each item. For example, if there is a tie on number 3, assign the rank of "3" to both items (which will take up the third and fourth ranking slots) and rank the next item "5."

Circled			Rank
___	To plan so that I can be reasonably sure about the future.	Security	___
___	To have influence with people	Influence	___
___	To have knowledge about many things.	Knowledge	___
___	To do things for my family, my friends and others.	Helpfulness/Social Responsibility	___ ___
___	To have freedom to do things I want to do	Independence	___
___	To do new and different things often.	Adventure	___
___	To have some close friends.	Companionship/Friendship	___
___	To spend time with my family.	Family Involvement	___
___	To do what is right according to my beliefs	Moral Judgment/ Personal Consistency	___
___	To have things preplanned and organized.	Organization	___
___	To have many desirable possessions	Money/Wealth	___
___	To be recognized for doing things well	Recognition/ Achievement	___

*Adapted from Hooks, 1975

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Fallout Shelter Game

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To apply decision making skills and analyze specific decision making situations.

TIME: 1 - 2 periods

MATERIALS: None Needed

PROCEDURES:

1. Group decision making strategies can also be grouped into three categories.

   A. Democratic: This process involves a decision made by the majority of the group. The majority level (for example, 51% or 2/3 vote) may vary. Averaging is a semi-democratic method.
   B. Consensus: This process involves getting a unanimous or total agreement for the decision. There may be persuasive attempts to generate this unanimous decision.
   C. Chance: This process involves relying on outside methods of chance for decision making such as drawing straws, flipping a coin, etc.

2. Divide class into small groups. Each group should imagine they are a high level government group which must decide who will be admitted to a fall-out shelter during an nuclear attack. Of the 10 people in the shelter only six can remain because of the limited survival supplies. The group should try to make the best decision for humanity since these may be the only ones to survive the nuclear attack.

   Each individual has five minutes to make a decision. Then the group has 15 minutes to make a joint decision. Everyone should agree on the decision.

The 10 people are:

a. Botanist and Nutrition authority, 39
b. Farmer/rancher, 57
c. Olympic athlete (decathalon), 22
d. Famous historian and author, 42
e. Medical intern/student, 27
f. Priest, 65
g. Electronics technician, 34
h. Movie and TV performer, 36
i. Elementary school teacher, 46
j. Accountant, 51

3. After the groups have made their decisions and analyzed them, provide the additional information concerning the sex of each.

4. DISCUSS--

What kind of group decision was made: democratic, consensus, or chance?

Why did you select those individuals for survival?

What values seem most important in making your decision? Explain.

Did you feel any pressure in selecting or eliminating individuals from the group?

How did your individual choices differ from the group choices?

Did you compromise any values in the group decision making situation?

5. After groups have made their decision and analyzed them, provide the additional information concerning the sex of each:

a. Female
b. Male
c. Male
d. Female
e. Female
f. Male
g. Female
h. Male
i. Male
j. Female

Ask the group to select again given this information.

6. DISCUSS--

What are the differences in selections made by you after you received the additional information.

7. You may want to add other considerations such as race or ethnic background, and health conditions of each.

CAREER GUIDANCE ACTIVITY

TITLE: Building Your Dream House

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To have an opportunity to create a living environment and communicate with others about their creative choices.

TIME: 2 to 5 class periods. This activity fits well about early May of the school year.

MATERIALS: Drawing paper, graph paper, colored pens, pencils, markers or crayons.

PROCEDURES:

1. Introduce assignment with discussion or film about houses (such as Sam Simeon).
2. Encourage students to brainstorm in pairs or small groups about what a person's home should be. No relationship to cost practicalities at this stage.
3. As students are ready to draw, distribute materials. Stress that a scale is not vital. Neither is artistic merit.
4. Students will probably want time to do finished work. This may take a weekend or 2-3 nights after completion of drawing.
5. Have students explain their house orally to the class.
6. Display drawings on bulletin boards.

EXTENSIONS:

1. Students could create models of their house.
2. Students could be given the opportunity to price the cost of building their house.
3. Students could be asked to name 5 to 10 qualities of their house that they think to be most important.

BUILDING YOUR DREAM HOUSE (cont.)

4. This activity could be done along with the "Budgeting" activity in Program Goal 2 as a life simulation activity.

This may be used with 8-2.6

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 8

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Suggested Activities Grade 8

8-5.1 High School--Course Planning
8-5.2 Why Take More Math
8-5.3 Goofy Goes To Work
8-5.4 Oregon's "Top Ten"
8-5.5 Employment by Cluster
8-5.6 Newspaper/Magazine
8-5.7 Business Letter Form
8-5.8 Writing a Letter of Application For an Advertised Job
8-5.9 Job Application Form
8-5.10 Proofreading Correction Symbols

CAREER GUIDANCE ACTIVITY

TITLE:: High School Career--Course Planner

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To make some very general decisions about career/interest direction, prior to forecasting for high school classes.

TIME: 2 HOURS

MATERIALS: High School Career --Course Planner, Pen or Pencil, Job-O Dictionary, Exploring Careers, the Occupational Outlook Handbook and other sources available for decision making.

PROCEDURES:

1. Give students a brief explanation of why they are doing this activity.

2. SELF-ASSESSMENT

   A. Distribute CCP Folders
   B. Instruct students to write their names and date in the right margin.
   C. Read the INSTRUCTIONS with the students to establish the objectives.
   D. Read the directions for RATE YOUR OCCUPATIONAL INTERESTS and have the students complete this exercise.

3. MATCH INTEREST WITH OCCUPATIONAL GROUPS

   A. Have students transfer their answers to boxes on pages 2 and 3.
   B. Read the direction on pages 2 and 3 for matching answers with occupational groups.
   C. Give the students sufficient time to match all sixteen occupational groups and place the total of matches in in the circles.

4. SELECT PREFERRED JOB GROUPS AND JOBS
   A. Follow the directions on the inside flap.
   B. Emphasize that the student may need time and help in narrowing the choices. Use the activities on the inside of the flap for additional assignments.
   C. Have the JOB-O Dictionary, Exploring Careers, the Occupational Outlook Handbook and other sources available for decision-making.

PROCEDURES (cont.)

5. MAKE A HIGH SCHOOL PLAN

   A. Instruct students to write courses in top blanks of page 4 that coincide with career goals. Refer them to the EDUCATIONAL PLANNING column in the CCP for suggested courses.
   B. Provide information on high school courses and explain "electives" and "required" courses.
   C. Students should complete the plan as a homework assignment in conjunction with parental consultation.

6. When completed, the Career Course Planner should be placed in each student's Career File Folder.

NOTE: See sample in Reference Section.

HIGH SCHOOL CAREER
COURSE PLANNING

Eighth graders see high school as a land of unlimited opportunities. They seldom remember during forecasting that they will need to take required classes and earn a specific number of credits for graduation. They need to be shown that it is not only possible, but necessary to tentatively pre-plan their four years of high school coursework.

To be effective, this pre-planning should begin prior to forecasting. Some students already have a career in mind. Others however, need some information to help them make some very general decisions of their career/interest direction. This can be accomplished through general class discussions, interest inventories, and classroom activities.

With the assistance of teachers, counselors, and parents, the students will be able to design a four-year program based on their career interest. Under each grade (9-10-11-12) students should list all of the required courses. College-bound students should next list the college preparatory classes needed. The remaining periods should be filled in with elective courses that prepare the students for their career goals.

IMPORTANT INFORMATION

(Suggested Four-Year Programs)

BUSINESS EDUCATION

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Math	U.S. History	Government/Economics
Math	Business Cluster *	Business Cluster (2 subjects) *	Business Cluster (2 subjects) *
Typing 1-2	Personal Finance/Career Dev.	Applied/Fine Arts	Applied/Fine Arts
Physical Education	Physical Science or Biology	or Foreign Language	or Foreign Language
Elective	Health	Elective	Elective

* General Clerical, Steno-Secretarial, Marketing Clusters, and Diversified Occupations or Accounting Major. Students should follow Business Education Course Sequence Guide available from the Business Department and counselors.

COLLEGE PREPARATORY

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Algebra 3-4	U.S. History	Government/Economics
Algebra 1-2	Biology	Geometry	Trigonometry and Analysis *
Physical Science	Health	Chemistry	Physics *
Physical Education	Personal Finance/Career Dev.	Foreign Language	Elective (Foreign Language)
Elective:	Applied/Fine Arts	Elective (Applied/Fine Arts)	Elective (Applied/Fine Arts)
Applied/Fine Arts	or Foreign Language		
or Foreign Language			

* A minimum of three years of academic math is recommended. For best possible college preparation, four years should be scheduled. Some students may have completed algebra 1-2 in the eighth grade, and therefore could be eligible to take two years of senior math. (Geometry and algebra 3-4 could be taken in either sequence. However, those students planning to take the Preliminary Scholastice Aptitude Test should take geometry before algebra 3-4. In science, some students may elect to eliminate either physical science or biology in order to take two years of chemistry.

GENERAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Health	U.S. History	Government/Economics
Physical Education	Math	Math	Math
Math	Physical Science or Biology	Science	Science
Elective	Personal Finance/Career Dev.	Elective	Elective
Applied/Fine Arts	Elective	Elective	Elective

INDUSTRIAL TECHNICAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Algebra 3-4	U.S. History	Government/Economics
Algebra 1-2	Chemistry	Geometry	Trigonometry and
Physical Science	Major Shop	Physics	Analysis *
or Biology	Health	Major Shop	Major Shop *
Industrial Arts	Personal Finance/Career Dev.	Elective	Elective
Physical Education			Elective

* A minimum of three years of math and shop are recommended. However, it is suggested that four years of each be taken. In the area of math, the same rationale is considered in this program as in the College Preparatory program.

VOCATIONAL TECHNICAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Health	U.S. History	Government/Economics
Math	Math	Shop Major	Shop Major
Industrial Tech.	Shop Major	Biology or Chemistry	Elective *
Physical Education	Personal Finance/Career Dev.	Elective	Elective
Elective	Physical Science	Elective	Elective

* Math is recommended in the senior year as a refresher experience prior to graduation from high school.

1951Y 7/85

IMPORTANT INFORMATION

(Suggested Four-Year Programs)

Course of Study Outlines

The following outlines are recommended as guides for parents and students to assist them in planning a four-year course of study which will prepare students for the achievement of their individual, long-term goals. The suggested formats are intended to be flexible and allow for changes in student interest and goals.

BUSINESS EDUCATION

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	2
Science	1
Business Education	5
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Applied/Fine Arts or Foreign Language	1
Electives	5
Total	24

COLLEGE PREPARATORY

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	3
Science	3
Foreign Language	2
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Electives	6
Total	24

GENERAL

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	2
Science	1
Physical Education	1
Health	1
Fine Arts/Applied Arts	1
Career Development	1/2
Personal Finance	1/2
Electives	10
Total	24

INDUSTRIAL TECHNICAL

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	3
Science	3
Industrial Education	3
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Electives	5
Total	24

VOCATIONAL TECHNICAL

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	2
Science	2
Freshman Shop Sequence:	
Metal Shop Drafting	
Woodworking Graphic Arts	
Shop Major	3
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Electives	6
Total	24

NOTE: The State requires one unit of credit in applied arts, fine arts, or foreign language, or a combination thereof. This requirement is met in the college preparatory course through foreign language. It is met in the technical and vocational-technical courses through the shop sequences (applied arts).

1951Y 7/85

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Why Take More Math

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To understand that many fields of study require high school preparation in mathematics.

TIME: 25 minutes

MATERIALS: "Why Take More Math?" Handout

PROCEDURES:

1. Handout can be read by the student or, if necessary, by the teacher to the class.

2. Discuss each section of the leaflet with the class.

Fields of study requiring high school preparation in mathematics and science:

ARCHITECTURE
three years of high school college prep math or equivalent, extra years encouraged.

ASTRONOMY
four years of high school college prep math or equivalent; high school physics and chemistry.

BIOLOGY
four years of high school college prep math or equivalent; high school chemistry, biology and physics.

BOTANY
three years of high school college prep math or equivalent; high school biology, chemistry and physics recommended.

BUSINESS ADMINISTRATION
three years of high school college prep math or equivalent; four years strongly recommended.

CHEMISTRY
four years of high school college prep math or equivalent; one year each of chemistry and physics.

COMPUTER SCIENCE
requires Masters Degree including one year calculus; one year college physics with a 3.06 GPA.

GEOLOGICAL SCIENCES
four years of high school college prep math, including trigonometry one year each of high school physics and chemistry recommended.

MICROBIOLOGY
four years of high school college prep math or equivalent; high school biology, chemistry and physics.

NURSING
four years or high school college prep math including second year algebra, geometry and math analysis; chemistry, biology, physics are recommended.

NUTRITIONAL/CLINICAL DIETETICS
three years of high school collge prep math; one year of high school chemistry; four years of math and biology recommended.

OCCUPATIONAL THERAPY
four years of high school college prep math or equivalent; high school biology, chemistry and physics recommended.

OCEANOGRAPHY
four years of high school college prep math or equivalent; one year of high school biology, chemistry and physics.

PHARMACY
one year each of algebra, physics and geometry; one semester each of advanced algebra and trigonometry recommended.

Fields of study requiring high school preparation in mathematics and science: (Continued)

ECONOMICS
three years of high school college prep math or equivalent; four years strongly recommended.

ENGINEERING
four years of high school college prep math or equivalent; one year each of high school biology, physics and chemistry strongly recommended.

ENVIRONMENTAL HEALTH
four years of high school college prep math or equivalent; one year each of high school biology, physics and chemistry; calculus very important.

PHYSICAL THERAPY
three years of high school college prep math or equivalent; one year each of biology, chemistry and physics recommended.

PHYSICS
four years of high school college prep math or equivalent, and high school physics; high school chemistry highly recommended.

FISHERIES
four years of high school college prep math or equivalent; computer math recommended; high school biology, chemistry and physics strongly recommended.

CAREER GUIDANCE ACTIVITIES

TITLE: Goofy Goes To Work

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To learn what decisions need to be made when choosing a job.

TIME: Ongoing - possibly one period a week for several weeks.

MATERIALS: Goofy Goes To Work filmstrip
Copies of Goofy Goes To Work questions

PROCEDURES:

1. Each student needs a copy of the questions.
2. Show the filmstrips and have students write answers to the questions.
3. After completion of the questions, discuss the correct answers with the students.

GOOFY GOES TO WORK (answer sheet)

Filmstrip #1 (Before the Search Begins)

1. (An employee who receives wages is paid a set amount for each hour worked; a salaried employee receives a set amount per week or month, and the amount relates to the demands of his position.)
2. (High school, a technical/trade college, post graduate study.)
3. (Job seekers can read want ads, talk to high school counselors, or visit the local employment offices.)
4. (The job might be dangerous, it might require specific talents or special knowledge, it might involve great responsibility, or there might be a shortage of applicants.)
5. (The lowest hourly wage that the government allows employers to pay.)

Filmstrip #2 (Making an Application)

1. (Driver's license, social security card, birth certificate, education record, job record.)
2. (Read the entire form completely before starting to fill in any answers, print neatly, be truthful.)
3. (Tests of skills, aptitudes, interests, intelligence.)
4. (Very important.)

Filmstrip #3 (The Interview)

1. (Write to the company and ask for information, secure stockholder reports, inquire at the local Chamber of Commerce.)
2. (What pay does he expect? What specific job does he want? What are his long term career expectations?)
3. (Name, address, telephone number, educational background, personal description, work experience, special honors or awards, special skills.)
4. (Why do you want the job? How well do you adjust to work situations? What are your special interests or hobbies? What pay do you expect? If you are looking for permanent employment, what are your job assets?)
5. ("I don't understand the question.")

Filmstrip #4 (Which Job's Best for You?)

1. (Health insurance, paid sick leave, paid vacation)
2. (The credit union usually pays higher interest on savings and charges lower interest on loans than banks, is convenient to use and offers extra personal service to members.)
3. (Opportunity for advancement, paid schooling or additional training a good working environment, special buying privileges, pension plans, the size and growth potential of the company.)

GOOFY GOES TO WORK (answer sheet)

Filmstrip #5 (Making a Good Impression on the Job)

1. (Courtesy, cheerfulness, cleanliness, cooperation.)
2. (Ask again, take notes, watch someone else until you do understand.)
3. (Not very happy.)
4. (It helps you understand how your performance affects theirs. Also you learn about other jobs which you might like better than your present one, or which might mean more money for you.)

Filmstrip #6 (Changing Jobs)

1. (A company could go out of business, demand for a certain product could slacken, or a technological change could elminate certain jobs.)
2. (He needs to learn what he has done wrong. He should give the employer the impression that he wants to improve. He should secure a recommendation that will help him get his next job.)
3. (The company's personnel office, friends, the want ads.)
4. (It gives him an opportunity to try a new kind of job, to return to school, to choose different working hours, to move elsewhere and seek a new job, to work part time.)

CAREER GUIDANCE ACTIVITY

TITLE: Oregon's "Top Ten"

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To gain knowledge about Oregon's Top Ten occupations.

TIME: None

MATERIALS: Oregon's "TOP TEN" chart

PROCEDURES:

1. This information can be used for a bulletin board, a poster or a reference.

OREGON'S "TOP TEN"

TITLE	1983 EMPLOYMENT
SALES REPRESENTATIVE	51,926 (MARKETING)
TEACHER	50,930 (SERVICE)
SECRETARY	27,733 (SECRETARIAL)
TRUCK DRIVER	24,796 (SERVICE)
WAITER/WAITRESS	24,111 (FOOD)
GENERAL CLERK	22,671 (CLERICAL)
CASHIER	20,070 (MARKETING)
SALES CLERK	18,407 (MARKETING)
PROFESSIONAL NURSE	15,282 (HEALTH)
HAND BOOKKEEPER	14,894 (ACCOUNTING)

CAREER GUIDANCE ACTIVITY

TITLE: Employment by Cluster (1983)

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To gain knowledge about the number of Oregonians employed in specific career clusters.

TIME: None

MATERIALS: Employment by cluster chart.

PROCEDURES:

1. This information can be used for a bulletin board, a poster or reference.

EMPLOYMENT BY CLUSTER
1983

MARKETING	214,431
SERVICE	178,151
FOOD SERVICE	109,045
CLERICAL	105,646
HEALTH	58,402
CONSTRUCTION	57,133
MECHANICS	54,196
FOREST PRODUCTS	53,909
ACCOUNTING	40,668
ELECTRICITY/ELECTRONICS	40,220
METALS	37,130
INSTITUTION/HOME MANAGEMENT	31,612
SECRETARIAL	29,803
AGRICULTURE	21,518
GRAPHICS	10,522
CLOTHING	9,768
DRAFTING	4,106
CHILD CARE	3,039

SOURCE: OCCUPATIONAL PROGRAM PLANNING SYSTEM

CAREER GUIDANCE ACTIVITY

TITLE: Newspaper/Magazine

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To write information for a newspaper or magazine.

TIME: 2 hours

MATERIALS: Paper, pencil/pen, scissors, glue, (Optional: typewriter).

PROCEDURES:

1. Discuss general instructions with the class.
2. Assign groups or individuals to do activities listed on the instruction sheet.
3. Combine all completed activities into a newspaper or magazine.
4. Optional Activity: Send copies of the newspaper/magazine to parents.

NEWSPAPER/MAGAZINE

For a short time, you will be involved in the production of a newspaper or magazine all about yourself. The articles will be about your likes and dislikes, your strong feelings, people whom you admire, funny things that happened to you on the way to the ..., and many other things that are designed to increase your self-awareness, your feeling of being a unique and very important person.

You may use one of two layouts for the final product. You may use a large piece of construction paper or newsprint and put each article on the paper as you would for a newspaper or you may put each article on a separate page and make a kind of booklet or "magazine".

Whether you make a newspaper or a magazine format, you must provide your finished product with a (1) title and (2) separate headings for each article. Be sure to include a table of contents. The finished product should be in pen or typed.

Below are directions for the separate pieces of work you are to do. Read the directions CAREFULLY. You will be allowed class time to work on your materials and if you use the time wisely, you should not need to do homework.

**********FEATURE STORY****(100 words or more)100 points**********

Write a feature story with yourself as the most important character. Include such information as when you were born, and where, whether you have brothers and sisters and what your attitude is toward them. If you have no brothers or sisters, you might comment on your feelings about that. Include highlights of your childhood or family life. Also include (in any order) sections that begin with:

(1) One of the best things about my family is...

(2) One of the best things about me is...

(3) It always makes me feel good when...

(4) Something about myself I need to work on is...

(5) When I was younger I wanted to be a ...(career choice) Now I..

******LETTERS TO THE EDITOR****(50 words or more EACH)150 points*****

Letters to the Editor are messages from you that explain your individual feelings on a subject. You may feel free to write them in any way but they begin with the heading, To The Editor: Write three letters about:

(1) The kind of parents you need to help you do your best

(2) The kind of friends you need to help you do your best

(3) The kind of teachers you need to help you do your best

**********EDITORIAL*****(50 words or more) 50 points**********

An Editorial is a comment made (usually by the editor -THAT YOU- of the paper or magazine) on a topic about which that individual has strong feelings. The editor usually states s stand on the issue and explains why he/she feels the way he/she does.

(1) Consult the worksheet "How Do You Feel About Work?"

(2) Choose one statement that you would like to comment upon and write an "editorial" from your point of view (you may agree or disagree with the statement). One suggestion for a way to begin your editorial would be... "I agree/disagree with the statement...".

******CARTOON (this should be done preferably in color) 20 points******

What makes us different from other individuals? Why are we unique and special in our own right? At least a part of the answer lies in our vast differences in individual EXPERIENCES. Many of our experiences are outstanding and have a lasting effect on us as individuals, playing a part in what we are today. Consider one of the funniest, most embarrassing or most outstanding moments that you can recall about yourself. Draw a cartoon of that moment depicting the situation. You may include an explanation if you feel one is necessary.

**********HUMAN INTEREST STORY (50 words or more) 50 Points**********

Write a story about an experience you had that ... (choose one)

(1) made you feel good

(2) taught you something

(3) helped you learn more about another person

**********CAREER O SCOPE 50 points**********

(1) Select a career and design a symbol or logo for it (i.e. a tennis pro designed one by drawing a tennis-ball face wearing a cap).

(2) Write a statement about what is in store for your "career" future. (You might begin this statement with... I will be a successful...).

**********THREE WISHES (50 words or more) 50 points**********

If you were to be given a chance to have "three wishes" granted, explain what they would be and why.

Write a statement on how your wishes reflect your values.

**********DEAR ME LETTER 30 points**********

You've heard of 'Dear Abby' haven't you? People write to her about a problem they have and she writes back with possible alternatives for the individual.

Consider the following situation:

SITUATION: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as your friend.

Signed - What to do?

Keeping in mind the information you have about effective decision-making, write back to 'What To Do' and suggest at least three alternatives that that individual might consider in seeking a solution to his problem.

**********HELP WANTED 25 points**********

(1) Play the "Work Values Auction Game" in class. Discuss work values in general: Identify the most important to you (at least four).

(2) Look carefully at the classified section of the newspaper labeled "Help Wanted". Cut out one 'help wanted' advertisement to use as a guide in writing and paste it on a piece of paper.

(3) Write a "Help Wanted" advertisement of your own including those things that you value in a job setting (at least four).

**********FINE ARTS SECTION 25 points**********

Write a short rhyme or poem about a 'career' topic of your choice.

SUGGESTION: This could include advice on how to get or keep a job, specific types of work, individuals you've seen on the job, etc.

**********IF I COULD BE LIKE..... (50 words or more) 50 points*********

Write an article about a person you admire. Be sure to include those qualities about him/her you admire. Incidentally, there's no reason you can't be the person you most admire!!

CAREER GUIDANCE ACTIVITY

TITLE: Business Letter Form

GRADE LEVEL: 8

OBJECTIVE OF ACTIVITY: To be able to write a business letter using the correct form.

TIME: 1 to 2 periods.

MATERIALS/PROCEDURE

1. Copy the BUSINESS LETTER FORM on a chart or ditto; a copy of the form for each student.

(HEADING) 13 S.W. Allen Road
Portland, Oregon 97219
March 22, 198_

(INSIDE ADDRESS) Henry Hobby Company
16 N. Wilmer
New York, New York 10019

(GREETING) Dear Sirs:

(BODY) Please send me a free copy of your company's holiday catalog. Thank you.

(CLOSING) Sincerely,

Susan Wells

PROCEDURE:

1. Write a business letter to a company or store to tell you are returning an item. Be sure to include the reason for returning the item.

PROCEDURE (continued)

2. Write a business letter requesting something that can be used by your class. You might order a free booklet on consumer information from your state or federal government.

3. Write a letter to your parents requesting permission to go on a field trip. Answer questions such as where, when, how, and why the class is going. (This letter may accompany the school's permission form).

4. Write a letter to a business complimenting them on the service performed or the goods produced.

CAREER GUIDANCE ACTIVITY

TITLE: Writing a Letter of Application for an Advertised Job

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To be able to write an approved letter of application.

TIME: 1 to 2 periods

MATERIALS: Help Wanted section of the newspaper.

PROCEDURE:

1. The students find jobs advertised in the "Help Wanted" section of the newspaper which appeal to them, and write a letter of application for the job.

2. The student includes the following information in the letter:

   a. Personal information: name, age, address, telephone number, statement about the person's health
   b. Education information
   c. Places of previous employment and employer's names
   d. Request an interview

CAREER GUIDANCE ACTIVITY

TITLE: Job Application Form

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To fill out a job application form correctly.

TIME: 1 period

MATERIALS:

1. A job application form dittoed for each student.
2. Job application forms from local businesses and governmental agencies e.g., McDonald's, Safeway

(Make a transparency of the form(s) for group discussion.)

PROCEDURE:

1. Read and discuss the job application forms obtained from local businesses or governmental agencies for the information required. (Why would an employer want this information?)

2. Make a list of classroom services such as persons in charge of art supplies, room appearance, P.E. equipment, library books, charts/ correspondence, cafeteria table/lunch tickets, A.V. equipment, etc., and discuss the skills needed for each one.

3. After the students have considered their interests and qualifications, have them fill out the job application for classroom service.

SCHOOL JOB APPLICATION

Please Print DATE _____

NAME _____ BIRTHDATE _____
Last First Middle M D Y

ADDRESS _____ PHONE _____
Number and Street

_____
City State Zip Code

GRADE _____ ROOM NUMBER _____

JOB YOU WISH TO APPLY FOR _____

HAVE YOU HAD PREVIOUS EXPERIENCE IN THIS KIND OF WORK? _____ IF YES, EXPLAIN: _____

WHAT SPECIAL SKILLS DO YOU THINK ARE NEEDED FOR THIS JOB? _____

_____

CHECK SKILLS AND ATTITUDES THAT YOU HAVE:

_____	Legible handwriting	_____	Good attendance
_____	Good speller	_____	Cares for materials
_____	Good in math	_____	Courteous
_____	Cooperative	_____	Neat appearance
_____	Prompt	_____	Cleanliness
_____	Gets along well with others	_____	Tries hard

WHAT ARE OTHER STRONG POINTS YOU HAVE? _____

_____

WRITE THREE OF FOUR SENTENCES BELOW, EXPLAINING WHY YOU WANT THE JOB ANDTELL WHY YOU SHOULD BE CHOSEN FOR IT. _____

_____

_____

_____

LIST TWO PEOPLE WHO KNOW YOU AND THINK YOU ARE DEPENDABLE:
1. _____ 2. _____

Teacher fill in:
No. days absent _____ Times tardy _____

_____ _____
Teacher's Signature Your Signature

CAREER GUIDANCE ACTIVITY

TITLE: Proofreading Correction Symbols

GRADE LEVEL: 8

OBJECTIVES OF ACTIVITY: To be able to read and use proofreading symbols.

TIME: On Going

MATERIALS:

1. Construct a chart of the PROOFREADING CORRECTION SYMBOLS or ditto the list of symbols (one per student)

2. Editing exercises

PROCEDURES:

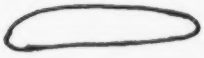
1. Have students become familiar with the correction symbols by editing exercises as a group with transparencies and an overhead projector or as individual assignments.

2. Correction symbols are written over the error.

   Example: p Its difficult to understand. She was happy. F And glad.

3. Students are instructed not to change anything on another person's paper. Just mark the errors.

PROOFREADING CORRECTION SYMBOLS

Symbol	
1. /	Capitalize or do not capitalize. For example: Mother is a good ~~c~~ook.
2. 	Word misspelled. For example: nieghborhood
3. ∧	Add something. For example: I mailed a ∧ letter.
4. ¶	Paragraph mistake.
5. F	Fragment (the sentences is not complete.) For example: She was happy. [And F glad.]
6. R	Run-on sentence (the sentences run together) For example: [She was so happy R she was so young.]
7. ρ	Insert or change punctuation (needs apostrophe, comma, etc.) For example: Mike's writing was perfect ρ

REMEMBER: Do not change anything on another person's paper. Just mark the errors.

SUGGESTED MATERIALS FOR A MIDDLE SCHOOL LIBRARY OR A CAREER CENTER

General Reference Materials

Career Awareness/Exploration Kit Grades 4-8.
Oregon Department of Education

Directory of Women Role Models. Portland Public Schools

Dictionary of Occupational Titles. U.S. Department of Labor

Encyclopedia of Careers. Doubleday/Ferguson

Infusion Materials, General Curriculum. Portland Public Schools

Infusion Materials, Social Studies Text Integrated. Portland Public Schools

JOB-O Dictionaries. CRFK

Occupational Outlook Handbook. U.S. Department of Labor

Interest Inventories

CIS Needle-Sort Quest. CIS

COPS II. Edits

E-WOW. CRFK

High School Career-Course Planner CRFK

JOB-O. CRFK

Books

Check the card catalogue in each library to find the specific books found in individual libraries.

Direct questions about materials to Cathy Williams, Career Coordinator, Madison High School.

This is a list of audio-visual materials that can be used well with the activities included in the guide. It is only a suggested list and is by no means complete.

X-00009 - Adventures In The World of Work 4-8, 1974, Kit, FS/C
A-00096 - Are You Ready For A Job, 7-12, 1968, Film - 10 Min.
K-02142 - Auto Racing: Something For Everyone, 6-10, 1976, Kit, FS/C
B-00415 - A Car Is Born, 6-12, no date, Film - 28 Min.
B-03785 - Basic Job Skills: Working With Money, 7-12, 1975, Film - 15 Min.
B-03872 - Basic Job Skills: Handling Criticism, 7-12, 1976, Film - 12 Min.
A-01867 - Basic Job Skills: Dealing With Customers, 7-12, 1976, Film - 11 Min.
B-03786 - Basic Job Skills: Handling Responsibility, 7-12, 1975, Film - 12 Min.
A-01845 - Basic Job Skills: Following Instructions, 7-10, 1976, Film - 11 Min.
B-00355 - Bread and Butterflies: Taking Care of Business, 5-8, 1973, Film - 15 Min.
B-00345 - Bread and Butterflies: Choosing Changes, 5-8,1973, Film - 15 Min.
B-00346 - Bread and Butterflies: Decisions, Decisions, 5-8, 1973, Film 15 Min.
B-00357 - Bread and Butterflies: Things, Ideas and People, 5-8, 1974, Film - 15 Min.
B-00349 - Bread and Butterflies: Our Own Two Hands, 5-8, 1973, Film - 15 Min.
B-00360 - Bread and Butterflies: Work Means, 5-8, 1973, film - 15 Min.
X-00202 - Careers, 3-9, 1973, Kit, FS/C
X-00202 - Careers, 3-9, 1973, Kit, FS/C
C-00244 - Career Awareness: The Alternative, 4-6, 1972, Film - 15 Min.
C-00002 - Career Awareness: Construction Industry, 7-12, 1972, film - 11 Min.
C-00003 - Career Awareness: Mass Media, 7-12, 1972, Film - 11 Min.
X-00200 - Career Discoveries: People Who Help Others, 4-8, 1973, Kit, FS/R.
X-01788 - Careers In The Arts: Opera, 4-8, 1977, Kit, FS/C
X-00207 - Careers in the Fashion Industry, 7-12, 1973, Kit, FS/C
B-00425 - Careers in the Food Industry, 7-12, 1974, Film - 19 Min.
K-02235 - Career Women in Music, 7-12, 1977, Kit, FS/C
v-00017 - CBS News Magazine - Carolyn Shelton, 4-12, 1977, VT - 50 Min.
J-00076 - Comprehension Power Levels D-E-F, 6-8, 1980 Diskettes
B-03443 - Conflict and Awareness: I Guess I Got the Job, 7-12, 1975, Film - 13 Min.
J-00192 - Cross Clues: The Unique World Challenge Set 1, 6-12, IBM-PC, CW 1 disc
J-00200 - Crossword Magic (Apple 2e), TE CW 1 disc
B-00321 - A Dancer's Word, 7-12, 1973, Film - 30 Min.
B-03426 - Data, People, and Things, 5-8, 1976, Kit, FS/C

Films (continued)

K-02239-00, Explore: Career Awareness, 4-6, 1976, Kit, FS/C
J-00215 - The Factory (Apple 2+/e), 3-5
K-01876 - The Fascinating World of Work: Career Awareness 1, 8-10, 1973, Kit, FS/C
K-02042 - The Fascinating World of Work: Career Awareness 2, 8-10, 1973, Kit, FS/C
K-02041 - The Fascinating World of Work: Career Awareness 3, 8-10, 1973, Kit, FS/C
K-02127 - The Fascinating World of Work: Career Awareness 4, 8-10, 1977, Kit, FS/C
K-02126 - The Fascinating World of Work: Career Awareness 5, 8-10, 1977, Kit, FS/C
K-02256 - The Fascinating World of Work: Career Awareness 6, 8-10, 1979, Kit, FS/C
K-02257 - The Fascinating World of Work: Career Awareness 7, 8-10, 1979, Kit, FS/C
K-02758 - The Fascinating World of Work: Career Awareness 8, 8-10, 1979, Kit, FS/C
K-02328 - The Fascinating World of Work: Career Awareness 9, 8-10, 1980, Kit, FS/C
K-02358 - The Fascinating World of Work: Career Awareness 10, 8-10, 1980, Kit FS/C
K-02359 - The Fascinating World of Work: Career Awareness 11, 8-10, 1980, Kit, FS/C
B-01305 - Hey! What about us?, 6-12, 1974, Film
B-01427 - I Is For Important, 5-12, 1974, Film
B-03553 - Is A Career In Agri-Business For You?, 7-10, 1974, Film
B-01511 - Is A Career In Banking For You?, 7-12, 1974, Film
B-03551 - Is A Career In The Electric Power Industry For You?, 7-10, 1974, Film
B-01512 - Is A Career In Finance, Insurance or Real Estate For You?, 7-12, 1973, Film
B-03552 - Is A Career In Fishing Or Forestry For You?, 7-10, 1974, Film
B-03563 - Is A Career In Machining For You?, 7-12, 1973, Film
B-03563 - Is A Career In Performing Arts For You?, 7-10, 1974, Film
B-01515 - Is A Career In The Professions For You?, 7-12, 1973, Film
B 03554 - Is A Career In the Pulp and Paper Industry For You?, 7-10, 1974, Film
B-01514 - Is A Career In Radio or Television For You?, 7-12, 1973, Film
B-01516 - Is A Career In the Restaurant Business For You?, 7-12, 1973, Film
B-01510 - Is A Career As A Technician For You?, 7-12, 1973, Film
B-03555 - Is A Career in the Telephone Business For You?, 7-10, 1974, Film
B-01517 - Is A Sales Career For You?, 7-12, 1973, Film
B-03402 - Job Interview, The Way It Is, 7-12, 1975, Film - 21 Min.
X-00646 - Job Opportunities, Group 1, 7-12, 1970, Kit, FS/R
B-04950 - Kids and Cab: Once Upon A Dime, 3-8, 1976, Film - 14 Min.

Films (continued)

J-00138 - La Corrida De Toras, (TRS-80), 6-10, 1981, Film
X-01417 - Learning To Be A Wise Consumer, 4-6, 1975, FS/C
B-04520 - Learning To Be Human, Mister Gimme, 3-8, 1979, Film
B-05664 - Learning To Be Human, Starstruck, 6-10, 1981, Film
X-01522 - Making The Most Of Your Talents, 7-12, 1975, FS/C
X-02289 - Men and Women, 7-12, 1978, FS/C
X-01333 - Non-Traditional Careers For Women, 7-12, 1974, Kit, FS/C
A-01886 - People At Work: Many Kinds Of Jobs, 6-9, 1976, Film
B-03546 - People Who Sell Things, 8-10, 1975, Film
X-01760 - Repair Trades For You, 7-12, 1976, FS/C
J-00005 - Rocky's Boots (Apple 2), 3-9, CW
B-02672 - Shipping, 6-12, 1974, Film, - 16 Min.
J-00009 - Survival Math, (Apple 2), 7-12
J-00217 - Survival Math, (TRS-80), 6-12, CW
J-00211 - The Whatsit Corporation Survival Math Skills,(Apple 2), 6-12, CW
B-03292 - The Woman's Prejudice, 6-12, 1974, Film
X-01195 - Who Works For You?, 4-8, 1974, FS/C
A-01685 - The Work Prejudice Film, 6-12, 1974, Film - 13 Min.
B-05547 - Working: Working In Communications And Media, 6-12, 1982, Film - 19 Min.
B-05806 - Working: Working With Animals, 6-12, 1983, Film - 20 Min.
B-05548 - Working: Working In Marketing And Distribution, 6-12, 1982, Film - 22 Min.
B-05805 - Working: Working Outdoors, 6-12, 1983, Film - 20 Min.
B-05549 - Working: Working in Transportation, 6-12, 1982, Film -21 Min.
B-03343 - The World of Work, 7-12, 1973, Film - 13 Min.
B-05600 - Young People's Specials: Andrew, 6-8, 1980, Film - 24 Min.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY

IN

AGRICULTURE

ART

BIOLOGY

COMMERCIAL AND DISTRIBUTIVE EDUCATION

CHEMISTRY

ENGLISH

FOREIGN LANGUAGE

GENERAL SHOP AND INDUSTRIAL ARTS

HEALTH AND PHYSICAL EDUCATION

HOME ECONOMICS

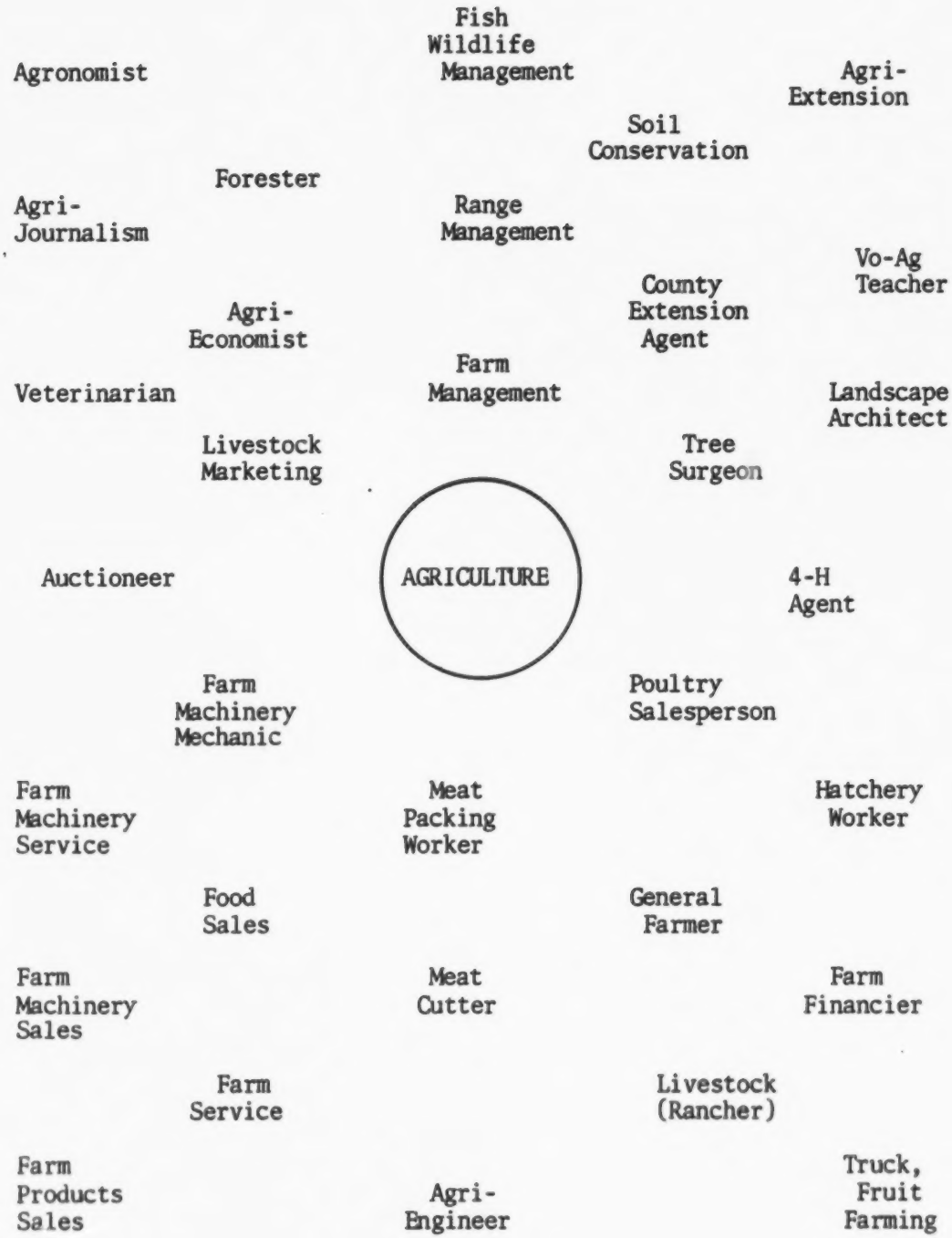
MATHEMATICS

MUSIC

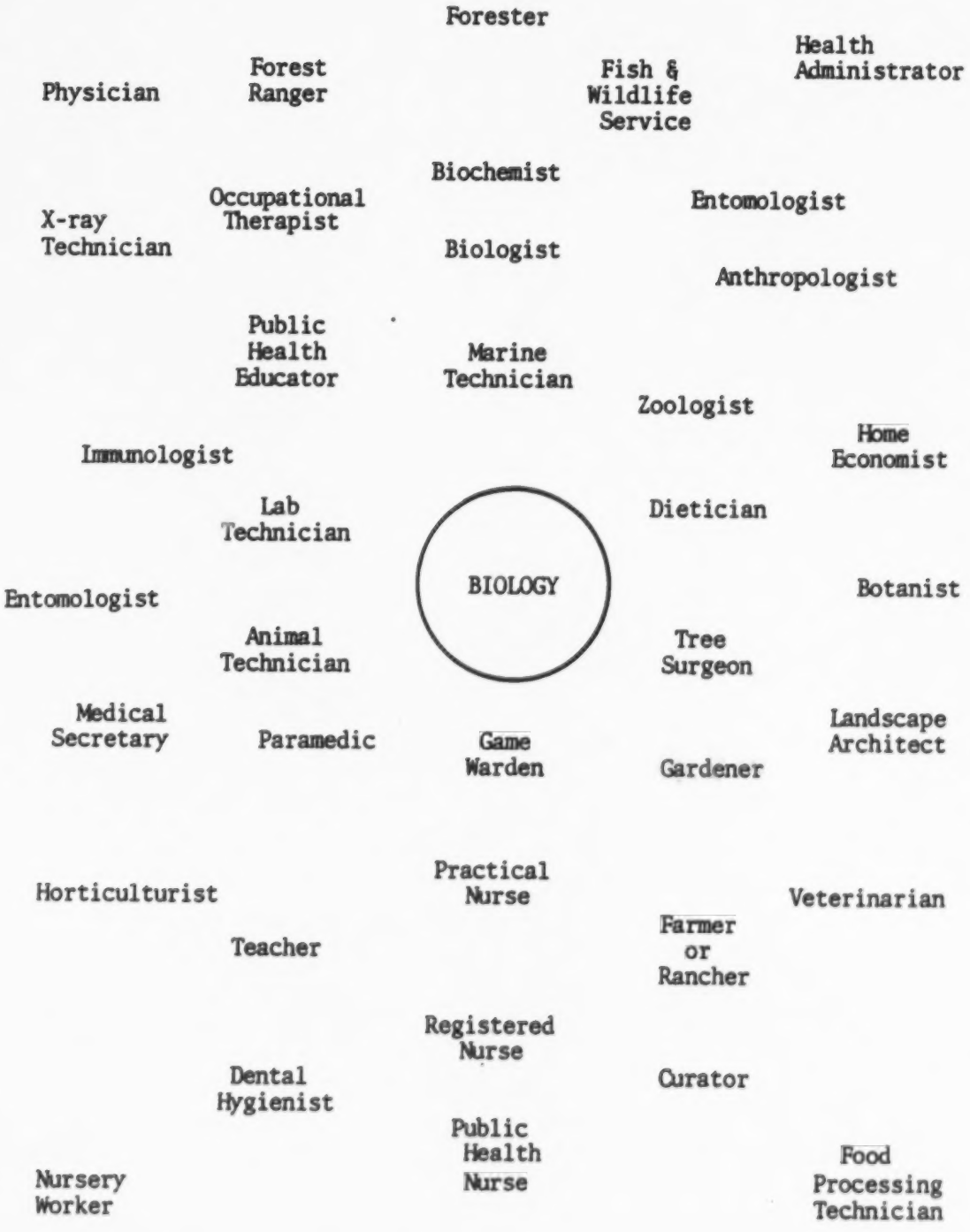
PHYSICS

SOCIAL SCIENCE

CAREERS IN . . .


Fish
Wildlife
Management
Agronomist
Agri-
Extension
Soil
Conservation
Forester
Agri-
Journalism
Range
Management
Vo-Ag
Teacher
County
Extension
Agent
Agri-
Economist
Farm
Management
Veterinarian
Landscape
Architect
Livestock
Marketing
Tree
Surgeon
Auctioneer
AGRICULTURE
4-H
Agent
Farm
Machinery
Mechanic
Poultry
Salesperson
Farm
Machinery
Service
Meat
Packing
Worker
Hatchery
Worker
Food
Sales
General
Farmer
Farm
Machinery
Sales
Meat
Cutter
Farm
Financier
Farm
Service
Livestock
(Rancher)
Farm
Products
Sales
Agri-
Engineer
Truck,
Fruit
Farming

CAREERS IN . . .


Forester
Health Administrator
Forest Ranger
Fish & Wildlife Service
Physician
Biochemist
Occupational Therapist
Entomologist
X-ray Technician
Biologist
Anthropologist
Public Health Educator
Marine Technician
Zoologist
Home Economist
Immunologist
Lab Technician
Dietician
BIOLOGY
Botanist
Entomologist
Animal Technician
Tree Surgeon
Medical Secretary
Paramedic
Game Warden
Landscape Architect
Gardener
Practical Nurse
Horticulturist
Veterinarian
Farmer or Rancher
Teacher
Registered Nurse
Dental Hygienist
Curator
Public Health Nurse
Food Processing Technician
Nursery Worker

CAREERS IN . . .

Artist

Mechanical Crafts Person

Painter

Architect

Sculptor

Mechanical Engineer

Commercial Artist

Photographer

Fashion Designer

Construction Draft-Person

Stage & Screen Designer

Cartoonist

Dentist

Art Teacher

Dental Technician

Interior Decorator

Cartographer

Carpenter

Interior Designer

Cabinet Maker

Display Person

Window Trimmer

Watchmaker

Photo-Engraver

Sign Painter

Dancer

Advertising Layout

Tailor

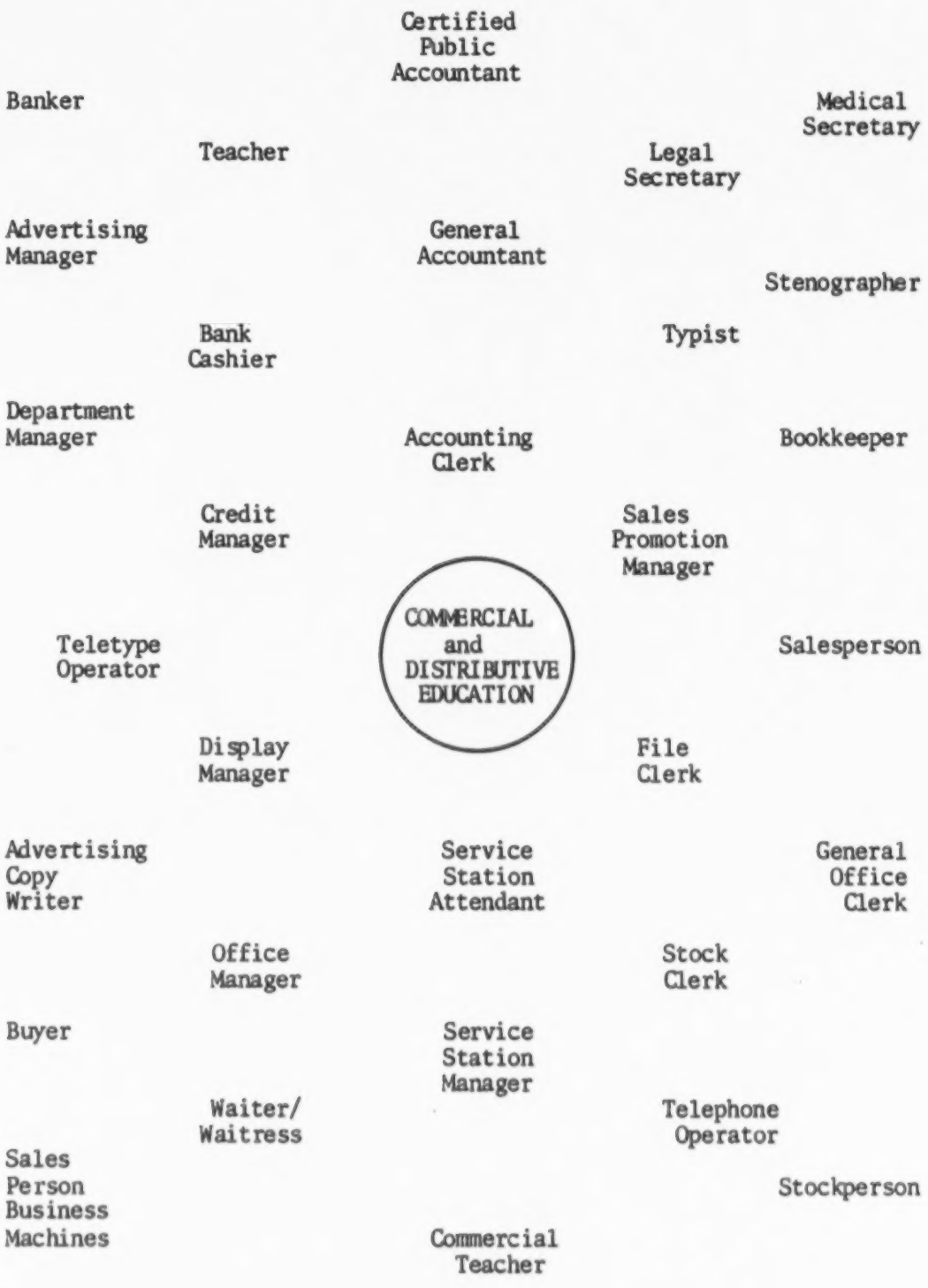
Cosmetologist

Jeweler

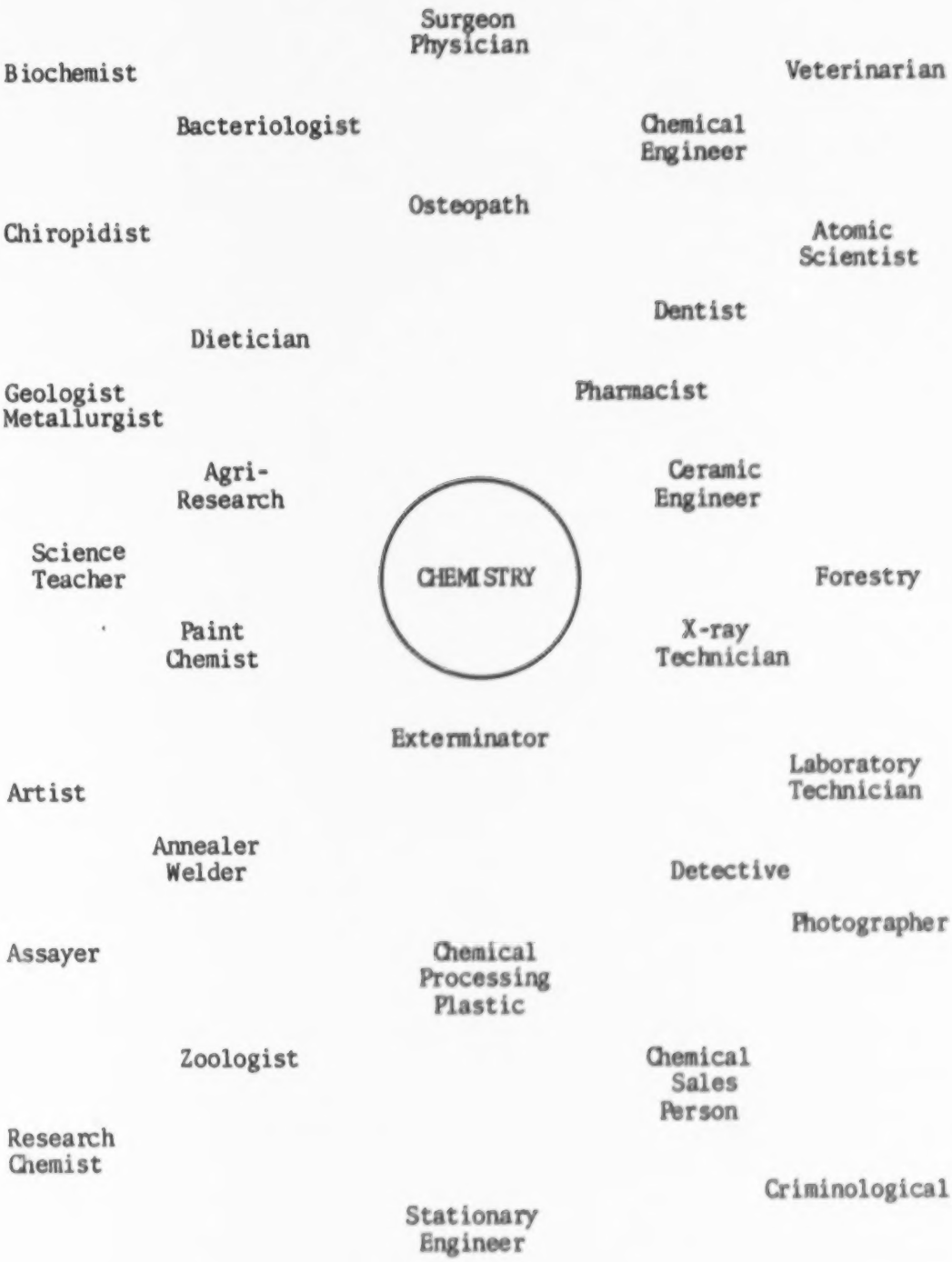
Lithographer

Teacher

CAREERS IN . . .


Certified Public Accountant
Banker
Medical Secretary
Teacher
Legal Secretary
Advertising Manager
General Accountant
Stenographer
Bank Cashier
Typist
Department Manager
Accounting Clerk
Bookkeeper
Credit Manager
Sales Promotion Manager
COMMERCIAL and DISTRIBUTIVE EDUCATION
Teletype Operator
Salesperson
Display Manager
File Clerk
Advertising Copy Writer
Service Station Attendant
General Office Clerk
Office Manager
Stock Clerk
Buyer
Service Station Manager
Waiter/ Waitress
Telephone Operator
Sales Person Business Machines
Stockperson
Commercial Teacher

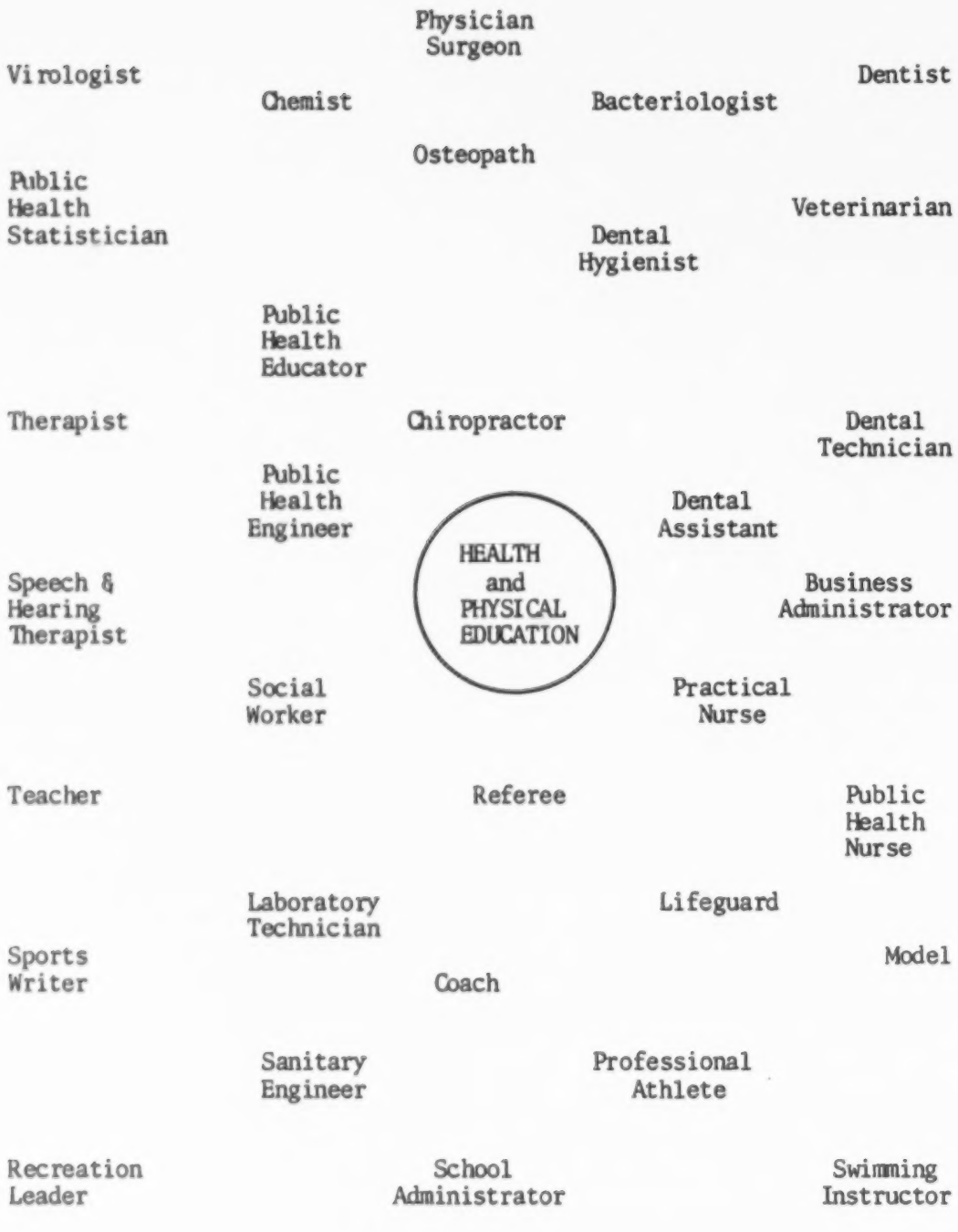
CAREERS IN . . .


Surgeon
Physician
Biochemist
Veterinarian
Bacteriologist
Chemical
Engineer
Osteopath
Chiropidist
Atomic
Scientist
Dentist
Dietician
Geologist
Metallurgist
Pharmacist
Agri-
Research
Ceramic
Engineer
Science
Teacher
CHEMISTRY
Forestry
Paint
Chemist
X-ray
Technician
Exterminator
Laboratory
Technician
Artist
Annealer
Welder
Detective
Photographer
Assayer
Chemical
Processing
Plastic
Zoologist
Chemical
Sales
Person
Research
Chemist
Criminological
Stationary
Engineer

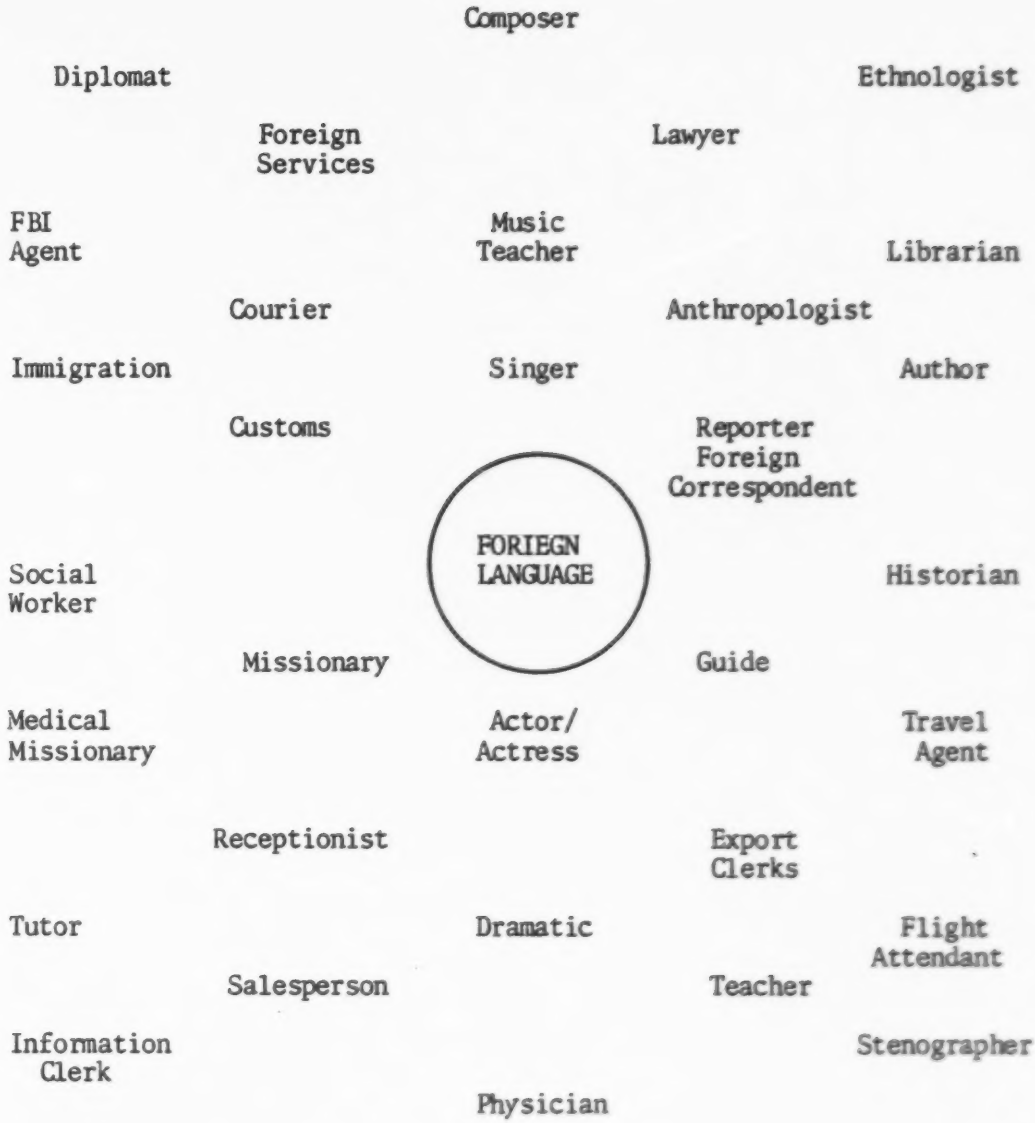
CAREERS IN . . .

Lyric & Song Writer
Editor
Legal Para-Professional
Library Technician
Teacher
Author
Judge
Lecturer
Forester
Reporter
Poet
Lawyer
Personnel Manager
Pharmacist
Stenographer
Radio/TV Announcer
Typist
Actor/ Actress
Political Scientist
ENGLISH
Librarian
Interior Decorator
Proof Reader
Vocational Counselor
Sales Clerk
Employment Manager
Social Group Worker
Script Writer
Salesperson
Technical Writer
Promotion Manager
Employment Manager
Flight Attendant
Retail Manager
Auctioneer
Receptionist
Teacher Aide
Hotel Manager
Clergyman

CAREERS IN . . .


Physician
Surgeon
Virologist
Dentist
Chemist
Bacteriologist
Osteopath
Public
Health
Statistician
Veterinarian
Dental
Hygienist
Public
Health
Educator
Therapist
Chiropractor
Dental
Technician
Public
Health
Engineer
Dental
Assistant
HEALTH
and
PHYSICAL
EDUCATION
Speech &
Hearing
Therapist
Business
Administrator
Social
Worker
Practical
Nurse
Teacher
Referee
Public
Health
Nurse
Laboratory
Technician
Lifeguard
Sports
Writer
Model
Coach
Sanitary
Engineer
Professional
Athlete
Recreation
Leader
School
Administrator
Swimming
Instructor

CAREERS IN . . .


Composer
Diplomat
Ethnologist
Foreign Services
Lawyer
FBI Agent
Music Teacher
Librarian
Courier
Anthropologist
Immigration
Singer
Author
Customs
Reporter Foreign Correspondent
FORIEGN LANGUAGE
Social Worker
Historian
Missionary
Guide
Medical Missionary
Actor/ Actress
Travel Agent
Receptionist
Export Clerks
Tutor
Dramatic
Flight Attendant
Salesperson
Teacher
Information Clerk
Stenographer
Physician

CAREERS IN . . .

Reporter

Civil Service Jobs

Foreign Correspondent

Historian

Clergyman

Editor

Political Scientist

Legal Para-Professional

Clinical Psychologist

Genealogist

Script Writer

Fire Fighter

Lawyer

Social Worker

Ethnologist

Sociologist

Archaeologist

Anthropologist

Economist

Research Director

Paleontologist

Social Psychologist

Educational Psychologist

Personnel Manager

Teacher

Statistician

Geographer

Funeral Director

Experiental Psychologist

Director Nursing Services

Carpenter

Archivist

Actuary

Librarian

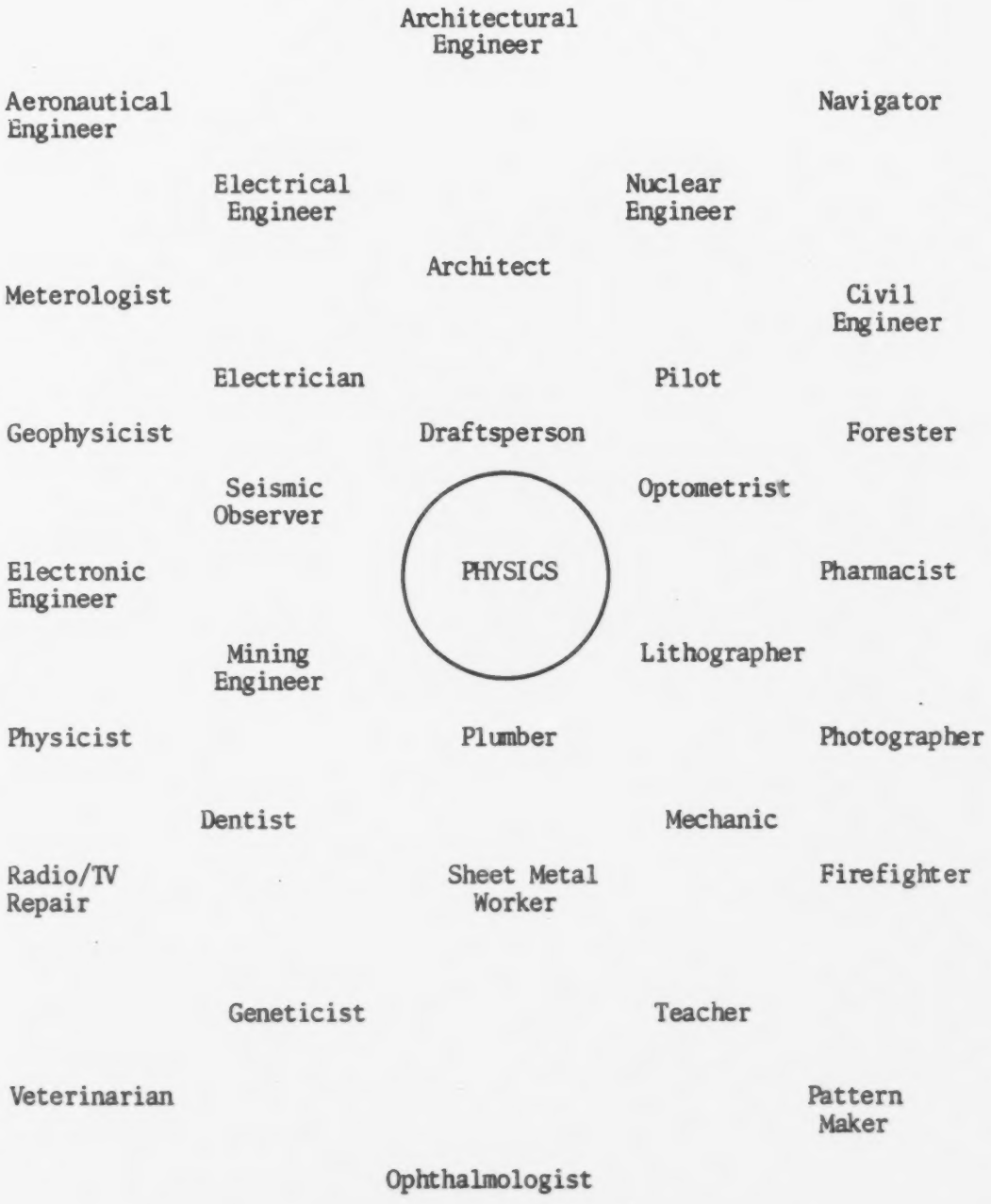
Industrial Psychologist

Teacher Aide

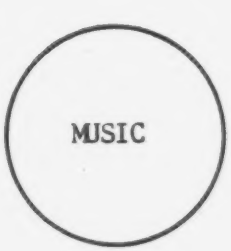
Literary Writer

Public Relations Director

CAREERS IN . . .


Architectural Engineer
Aeronautical Engineer
Navigator
Electrical Engineer
Nuclear Engineer
Architect
Meterologist
Civil Engineer
Electrician
Pilot
Geophysicist
Draftsperson
Forester
Seismic Observer
Optometrist
PHYSICS
Electronic Engineer
Pharmacist
Mining Engineer
Lithographer
Physicist
Plumber
Photographer
Dentist
Mechanic
Radio/TV Repair
Sheet Metal Worker
Firefighter
Geneticist
Teacher
Veterinarian
Pattern Maker
Ophthalmologist

CAREERS IN . . .



Composer

Music Arranger

Music Librarian

Pianist

Clergy-Person

Orchestra Leader

Teacher

Music Critic

Choir Director

Recreation Director

Music Director

Occupational Therapist

Radio/TV Announcer

Recreational Therapist

Radio/TV Director

Orchestrator

Concert Singer

Dance Band Player

Dancer

Dance Band Leader

Impersonator

Character Singer

Music Store

Actor/ Actress

Chorus Dancer

Piano Tuner

Comedian

Sales Clerk

Music Specialist

Organist

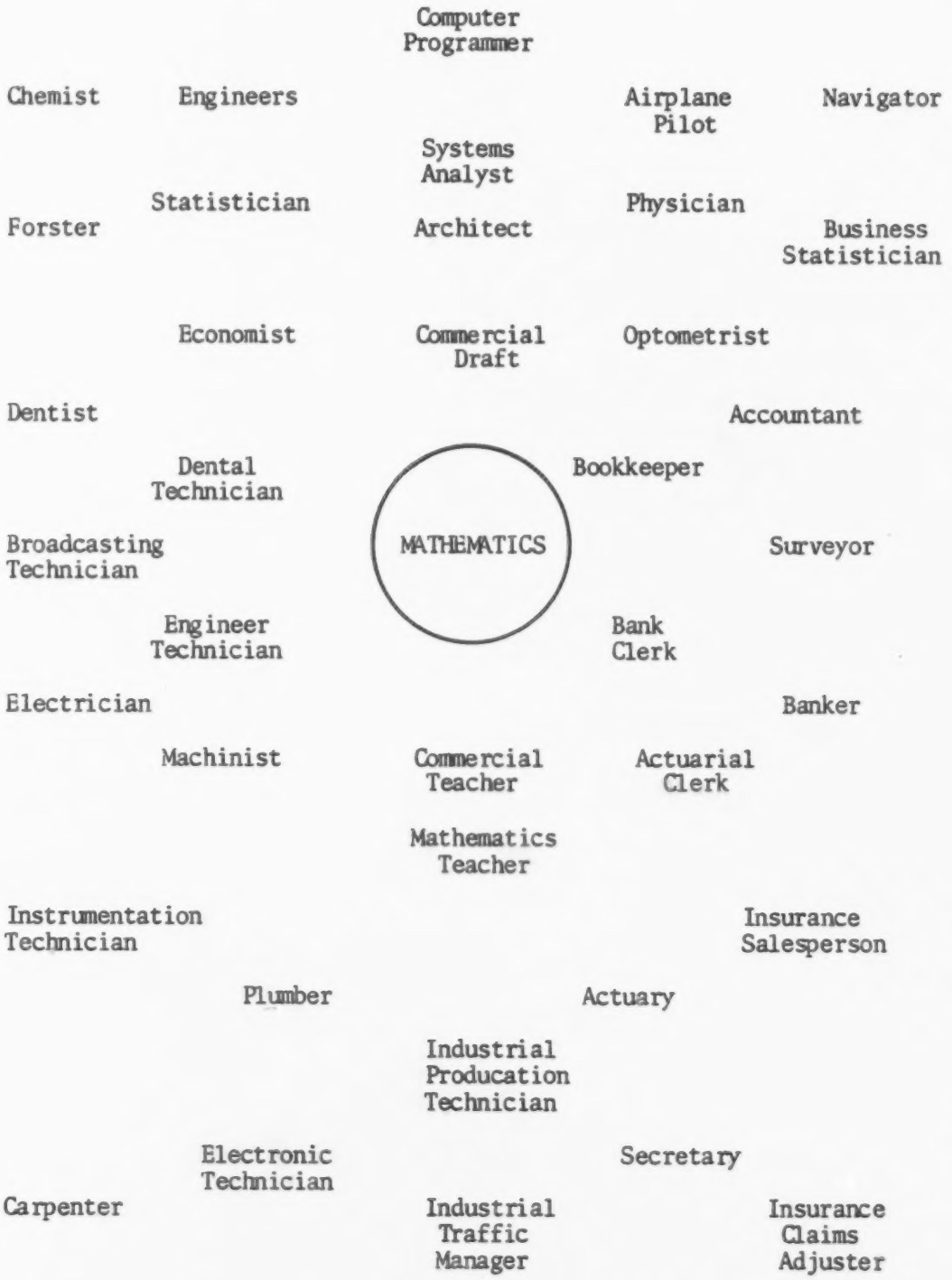
Dramatic Reader

Musician

CAREERS IN . . .

Dietician
Home Demonstrator
Early Childhood Educator
Extension Service Specialist
Advertising Analyst
Dietary Consultant
Nutritionist
Interior Decorator
Child Care Administrator
Social Worker
Flight Attendant
Researcher
Clothes Designer
Technical Writer
Milliner
Vocational Teacher
HOME ECONOMICS
Home Maker
Therapist
Practical Nurse
Home Service Director
Waiter/ Waitress
Registered Nurse
Appliance Salesperson
Fashion Executive
Food Sales
Food Industry Executive
Clothing Maker
Cook
Cosmetologist
Reporter
Governess
Physical Therapist

CAREERS IN . . .


Computer Programmer
Chemist
Engineers
Airplane Pilot
Navigator
Systems Analyst
Statistician
Physician
Forster
Architect
Business Statistician
Economist
Commercial Draft
Optometrist
Dentist
Accountant
Dental Technician
Bookkeeper
MATHEMATICS
Broadcasting Technician
Surveyor
Engineer Technician
Bank Clerk
Electrician
Banker
Machinist
Commercial Teacher
Actuarial Clerk
Mathematics Teacher
Instrumentation Technician
Insurance Salesperson
Plumber
Actuary
Industrial Producation Technician
Electronic Technician
Secretary
Carpenter
Industrial Traffic Manager
Insurance Claims Adjuster

CAREERS IN . . .

Architectural Draftsperson
Engineer
Auto Mechanic
Electrician
Diesel Mechanic
Tool Designer
Electrical Drafts Person
Gunsmith
Engineer Aide
Auto Body Fender Person
Industrial Arts Teacher
Mechanical Drafts Person
Farm Mechanic
Shop Teacher
Farmer
GENERAL SHOP and INDUSTRIAL ARTS
Instructor Mechanical Drawing
General Mechanic
Cabinet Maker
Wood Turner
Carpenter
Blacksmith
Planner Operator
Sheet Metal Worker
Log Sawyer
Plumber
Welder
Logger
Service Station Attendant
Painter
Machinist
Log Grader
Aircraft Mechanic

PORTLAND PUBLIC SCHOOLS - - **CAREER EDUCATION** - - Grades 6 - 8

Student _____ **High School Class of** _____

CAREER DEVELOPMENT CHECKLIST

(Numbers in parentheses refer to State mandated Career Education goals. See reverse. Non-shaded boxes indicate suggested grade level activities. Indicate with a ✓ when activity relating to goal has been completed.)

To the student: This checklist is to record your completed activities. It also provides you with a list of minimum expectations so you will know what you need to do in the program.

	6	7	8
1. Self Surveys/Guidance			
a. Complete E-Wow. (2.3, 3.1, 3.3, 4.1, 4.4)			
b. Complete Job-O. (2.3, 3.1, 3.3, 4.1, 4.4)			
c. Complete CIS Needlesort. (2.3, 3.3, 4.1, 4.4, 5.1, 5.3)			
d. Establish and maintain a career file folder. (2.3, 4.2)			
e. Forecast for high school having had group guidance and personal counseling. (2.3, 3.1, 3.3, 4.1)			
2. Awareness Activities	6	7	8
a. Identify a variety of occupations. (1.1, 4.1)			
b. Classify occupations/jobs according to data, people, things. (1.1, 1.3, 2.1, 2.2, 2.3, 4.1)			
c. Identify four attitudes necessary for holding a job successfully. (1.2, 1.3, 2.2, 3.1, 3.2, 4.2, 4.3, 4.4)			
d. Know how talents and natural abilities apply to personal interests. (1.3, 2.2, 2.3, 3.1, 3.3, 5.1, 5.2, 5.3)			
3. Exploration Activities	6	7	8
a. Attend Outdoor School. (1.1, 1.3, 3.3, 5.2)			
b. Apply for a Social Security card. (1.3, 4.2)			
c. Apply for a work permit (age 14). (1.3, 4.2)			
d. Participate in an individual or group field trip. (1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2)			
e. Listen to speakers. (1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3)			
f. Interview a working relative or friend about his/her occupation and complete a report. (1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3)			
g. Locate and use three Career Education resources to discover more about careers. (1.3, 2.1, 2.3, 3.2, 3.3, 4.1)			
h. Find specific occupational information for a given job in the Occupational Outlook Handbook. (2.1, 2.3, 3.1, 3.2, 4.1)			
i. List and explore three of the major industries in Oregon that provide the greatest employment availability. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1)			
j. Demonstrate the safe use of common household tools - - hammer, pliers, screwdriver, wrench, saw, can opener, broom, microwave oven, washing machine. (4.4, 5.1, 5.2, 5.3)			
k. Participate in Business Basics. (2.1, 2.3, 3.1, 3.2, 3.3, 4.4)			
l. Participate in Project Business. (2.1, 2.3, 3.1, 3.2, 3.3, 4.4)			
m. Prepare a job application. (4.2, 5.3)			
n. Write a business letter. (4.2, 4.4, 5.3)			
o. Demonstrate hands-on knowledge of the computer/word processor. (4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3)			
p. Update Career File Folder annually. (2.3, 4.2)			

(Place in your Career File Folder)

Portland Public Schools
CAREER EDUCATION GOALS
Grades 6 - 8
(developed by Oregon Department of Education)

1. Students will identify and develop attitudes about the world of work.

   1.1 Will move from an identification of workers to an understanding of work as a need of society.
   1.2 Will be able to identify attitudes of others within the world of work.
   1.3 Will be able to recognize an individual's interdependence within the community.

2. Students will acquire knowledge about the world of work.

   2.1 Will know the difference between production, distribution and consumption.
   2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.
   2.3 Will be able to understand the community as a resource for career development.

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

   3.1 Will be able to understand and identify strengths and weaknesses of individuals and how these characteristics affect job choices.
   3.2 Recognizes that different experiences may create different work habits and attitudes.
   3.3 Will be able to evaluate strengths and weaknesses as they apply to present occupational interests.

4. Students will develop skills in decision making, communicating, and creating as related to world of work.

   4.1 Will be able to identify and participate in a decision making process.
   4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.
   4.3 Will be able to experience examples of decision making in occupational roles.
   4.4 Will understand that opportunities for creative expression exist in the world of work.

5. Students will develop physical and mental skills related to occupational roles.

   5.1 Will be able to demonstrate that occupations require degrees of physical movement.
   5.2 Will be able to understand tools as an extension of the body.
   5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER EDUCATION CUMULATIVE ACTIVITY RECORD (6 - 12)

This is your Summary. It will be useful to you as you explore, plan for and decide YOUR CAREER CHOICES.

PRINT ALL ENTRIES IN PENCIL

_____
Start-up Date

Name _____ *Birthdate* _____
Last *First* *Middle* *Month* *Day* *Year*

Address _____ City _____

_____ Telephone _____
County *State* *Zip Code*

Schools Attended (include dates)

Social Security No.: _____ Work Permit (circle one) yes no NA

Hobbies, Interests and Leisure Activities:

Skills I have that would assist me in getting a job (Shop skills, leadership, computers, sewing, math, reading, writing, spelling, drawing, etc.)

Machines I can operate:			

WORK EXPERIENCE

Job Held	Employer	Paid or Non-Paid	Dates From - To

AWARENESS and EXPLORATION ACTIVITY RECORD
Grades 6 through 12

ACTIVITIES

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (kits, reading)
8. Classroom Activity
9. Resume

RELATED CAREER FIELDS (National Clusters)

1. Construction
2. Marine Science
3. Transportation
4. Manufacturing
5. Agribusiness
6. Environmental Control
7. Business and Office
8. Marketing/Distribution
9. Communications
10. Hospitality
11. Personal Service
12. Public Service
13. Health
14. Consumer/Homemaking
15. Fine Arts/Humanities
16. Other

Samples

Activity	Cluster	Date	Brief Description
8	14	1984	CowBelles Demo - meat cutting
1	1 - 3 - 12	1984	Civil Engineer from the Highway Department

AWARENESS and EXPLORATION ACTIVITY RECORD

Grades 6 through 12

Activity	Cluster	Date	Brief Description

Self-survey Information: Record your top five job title choices from the Interest Surveys. Name the aptitude tests, the date given, and a score for each subtest. Additional surveys - CAPS, COPS, COPES, WTG, ASVAB, GATB.

Survey E-WOW	Survey JOB-O	Survey CIS - Needlesort	Survey CIS - Computer
Date	Date	Date	Date
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
Survey	**Survey**	**Test**	**Test**
Date	Date	Date	Date
		Subtest / Score	Subtest / Score
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Surveys most commonly indicate that I am interested in these jobs: _____

_____

These jobs are in the following clusters: _____

_____

REFERENCE MATERIALS used to supplement my career findings (Occupational Outlook Handbook, D.O.T., Job Search):

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

EXPLORATION and PREPARATION
Grades 9 through 12

My career choice at this time is:

9 _____ 10 _____ 11 _____ 12 _____

JOB SITE OBSERVATION

	Date	Firm	Contact Person	Comments
9th				
10th				
11th				
12th				

COURSES TAKEN IN HIGH SCHOOL

9th	10th	11th	12th

Post Secondary Plans _____

BUSINESS REFERENCES (No Relatives)

	Name	Address (include zip)	Phone	Position
1.				
2.				
3.				

PERSONAL REFERENCES (No Relatives or Peers)

	Name	Address (include zip)	Phone	Position
1.				
2.				
3.				

Commercial materials used in this handbook which are available through central ordering by contacting Cathy Williams at the Career Center, Madison High School:

Explore the World of Work (E-WOW)
Job-O Career Planning Book and Insert
Career Occupational Preference System materials (COPS II)
Career Information System Needle-Sort User's Handbook
High School Career-Course Planner